Private Bilkent Primary, Middle and High School

LANGUAGE POLICY

FOREWORD

The Private Bilkent Primary, Middle and High Schools wish to thank the students, parents, academic and administrative staff, who have contributed to the renewal and development of our school policies by participating in the process of formulating and recording our beliefs and procedures in the following policy documents: Admissions Policy; Language Policy; Academic Honesty Policy; Assessment Policy; Inclusion and Special Educational Needs (SEN) Policy.

Our schools were established in 1994. Thanks to the support and feedback of our school community over the time since its foundation we have witnessed strong growth in the numbers of parents wishing to offer their children an internationally-minded education with us. The latest stage in our development was the authorisation for the Middle Years Programme in 2018, which, by connecting the Diploma and Primary Years Programme, has ensured the consistent application of our curriculum philosophy across the three schools.

We welcome comments and constructive feedback on all our policies in order to contribute to further development and improvement in the delivery of our curriculum.

As a school community we are committed to working together to ensure that these policies are applied effectively, kept up to date, and adhered to within a positive mindset to the benefit of the whole school community.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

International Baccalaureate Learner Profile, © International Baccalaureate, Published July 2007

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1. Introduction

At IDF Private Bilkent Schools, we believe that language is an important tool in the development of national identities and international-mindedness, and plays a key role in the transmission of cultural values from the past to the present. Thus, we focus on developing language skills in an environment where our students are immersed in a foreign language and respect the cultural values of that language, while being committed to their own identities and cultural values.

Our culture is marked with bi / multilingualism. Communications and visuals are prepared in two languages and, when possible, in the mother tongue(s) of individuals in the school community. The primary language of instruction in our school is Turkish with English being taught as a second language. In all grades, our students follow an intensive inquiry-based English curriculum that is differentiated according to academic achievement and individual differences.

We have created this Language Policy for all members of IDF Private Bilkent Schools; both International Baccalaureate (IB) and National Curriculum students, teachers, and parents so as to recognise and respect all members of our school community, their culture and respective language(s).

2. Language Profile

In our endeavour to develop fully educated individuals, we believe that language plays a key role at IDF Private Bilkent Schools.

The majority of our students are Turkish nationals, however, our school is open to students from all countries, cultures and nations. Language competence, despite differing from one culture to another, is a uniting element for all humans and offers a chance to develop common understandings among cultures. The school environment recognises students' differences, and we prepare visuals representing the different languages and cultures which are displayed across the three schools. Students whose native language is not Turkish are given individual Turkish language support.

3. Development Process of the Language Policy

Our language policy is based on the principle of nurturing a love of language in order to develop an understanding and appreciation of the cultures of other languages and to serve as the continuation from the IB Primary Years Programme (PYP) and Middle Years Programme (MYP) to the Diploma Programme (DP) and Turkish national education track. This Language Policy ensures that students attach due importance to their mother tongue and enables students to develop their skills in English as a second language and, should they choose, in German, French and Spanish as a third language through elective courses.

> *"A language policy is an action statement… it is concerned less with where the students in a school are going, and more with how they are going to get there" (Corson, 1999)*

The Language Policy has been developed in consideration of the IB PYP, MYP, and DP 'Language Guides'. The policy is a product of a collaborative process involving students, teachers, and administrators from the three schools which have become one IB Continuum School. The aims of the policy include:

- clearly laying out the principles about language teaching and learning for teachers and all members of the school community;
- establishing a common understanding and approach to language to ensure that implementation reflects the purpose;
- adopting a shared attitude towards assessment and feedback given to student workf;
- raising awareness about the importance of following spelling rules;
- adding variety to library resources in foreign languages;

- offering differentiated instruction to students with different skills and language levels;
- promoting international-mindedness.

The School Principals, IB Coordinators, Unit Coordinators, Head of Department and teachers of Language A: Literature, Language and Literature, and Language B: Language Acquisition, school librarians, administrative personnel, students, and parents have been responsible for the school-wide dissemination, implementation and promotion of this Language Policy. The policy is available to all members of the school community on the website.

The Language Policy is regularly reviewed and updated. At the end of each academic year, further plans are made for the upcoming year. A set of criteria is developed to evaluate the implementation of the policy and is shared with the school community, and, based on the feedback received, the required modifications to the policy are made.

In light of the Language Reflection Guide, an online survey entitled "Designing the Language Policy" was administered in Private Bilkent Middle School in October 2016 and the data obtained from the survey was evaluated by the Language Policy Team. Based on an analysis of the data, considerations and areas of improvement regarding language learning and the language profile of the school community were determined and incorporated into the policy. In Bilkent Schools , the policy was shared with representatives from parents and students. Based on thıs feedback, areas of improvement regarding language learning and the policy were determined and incorporated into the policy. Practical applications of our fundamental beliefs are on display in both the language of instruction and other languages across all three school areas.

4. Fundamental Beliefs about Language

IDF Private Bilkent Schools holds the following eight fundamental beliefs about language education:

a) Like all other types of learning, language learning is a constructive process where learners construct meaning.

b) All teachers are also language teachers.

c) All students in the school aspire to reach the highest possible level of linguistic and cultural competence in their mother tongues and in English (and in French, German, or Spanish if chosen) in order to develop a clear identity and cultural awareness and to use their self-expression potential to the full.

d) All students aspire to reach the highest possible level of linguistic and cultural competence in English and Turkish (and a third language that they choose) in order to lead a more meaningful

life and to respond to the challenges uniting humanity by contributing to intercultural communication and understanding.

e) All students are given the opportunity to learn a third language to expand their communication opportunities and to acquire a deeper understanding of the value and importance of using a foreign language.

f) The school embraces linguistic variety by valuing languages represented in the school or the homes of members of the school community.

g) The school's curriculum involves clear methods designed to promote communication with other linguistic groups by learning about the individuals speaking other languages, sharing their experiences and identity perceptions, and promoting cultural exchange with them.

h) Language does not pose an obstacle to communication in the school.

4.1 Reflection of the School's Fundamental Beliefs on Education

a. Like all other types of learning, language learning is a constructive process where learners construct meaning.

Language development activities at IDF Private Bilkent Schools are inquiry-based. These activities constitute a Continuum where the past learning experiences of the individual are constructed and real-life learning opportunities are provided. The four basic communicative skills - listening, speaking, reading and writing - are the main tools used in all lessons for language development. Oral and written self-expression of the individual is regarded not only as an effort to present meaning, but also as an attempt to construct, reinforce and capture the essence of meaning.

b. All teachers are also language teachers.

The school promotes the idea that all teachers are language teachers. Teachers use dictionaries and pronunciation guides or seek the opinion of their colleagues whenever they prepare documents to share with their students. All teachers work to improve their students' skills in the areas of listening, speaking, reading and writing. Teachers model effective listening and speaking skills and create opportunities for students to listen to each other. The effectiveness of students' self-expression forms a part of assessment in all written and oral presentation tasks.

Considered active readers by their students, teachers talk to their students about books and newspaper articles, periodicals and e-journals, have books with them for personal use, and are seen while reading during and outside the school. Irrespective of their subject areas, teachers strive to increase the students' comprehension as well as their oral and written expressions.

c. All students in the school aspire to reach the highest possible level of linguistic and cultural competence in their mother tongue(s), in English, and in their third elective language in order to develop a clear identity and cultural awareness and to use their self-expression potential to the full.

Mother tongue and foreign language instruction serves social and academic communication purposes. Literature is a key resource in facilitating language learning in meaningful contexts. The school's choice of literary works in Turkish and English includes both classical and contemporary texts. Students are immersed in authentic, written and oral forms of narration in both fiction and non-fiction. Rules of the language are taught to, and elicited from, the students in a meaningful context. The school setting immerses students in language. The classrooms and corridors are full of samples of students' work, and the school libraries are in abundance with books.

d. All students aspire to reach the highest possible level of linguistic and cultural competence in English and the third language of their choice in order to lead a more meaningful life and to respond to the challenges uniting humanity by contributing to intercultural communication and understanding.

Teachers and students are encouraged to spend quality time in the library, which accommodates a wealth of easily accessible resources. With a view to enabling them to become active readers, the students are offered opportunities to engage in individual reading. Starting from early years our students have opportunities to look through many books from the library and class libraries during English and Turkish classes. Our Story time lessons which are within our schedules support students to love books and provides language development as they learn new words and phrases. When students are encouraged to read in their own areas of interest in the context of a certain concept, they not only see examples of good language use, but are also guided to quality websites which provide learning opportunities. Both curricular and extra-curricular writing tasks assigned to students are adjusted to address the cognitive level of individual students in terms of content, difficulty level, and interest. Students who are given individual writing opportunities are empowered to adopt a holistic understanding of language with which they learn how to express themselves in writing.

e. All students are given the opportunity to learn a third language to expand their communication opportunities and to acquire a deeper understanding of the value and importance of using a foreign language.

In order to enrich students' language learning, they are given a chance to study German, French and Spanish as their second foreign language. They study written and oral works from both fictional and non-fictional genres in order to increase their communicative competence and to acquire a deeper understanding of the significance of learning and using a foreign language. Classrooms and libraries are equipped with various sources in all of these languages.

f. The school embraces linguistic variety by valuing languages represented in the school or the homes of members of the school community.

Home is a rich resource of language activity. Teachers are responsive to information provided by students and their parents about richness of language. The variety of linguistic heritage is incorporated into classroom activities through inquiry-based methods. Teachers use the students' awareness of their families' linguistic past as a resource to achieve the aims of the language policy. Parents are included into the exploration process of students and invited to stimulate activities focusing on linguistic heritage. Students and teachers are offered opportunities to learn more about the culture and heritage of groups speaking different languages, including their literature, traditions, and expression systems. The inquiry in the school consolidates students' learning about the languages, literature and heritage of groups speaking other languages. The School considers and displays language variety in presentations, drama and many other visual displays. Languages other than those taught at the school and their cultures are represented abundantly in the library.

g. The school's curriculum involves clear methods designed to promote communication with other linguistic groups by learning about the individuals speaking other languages, sharing their experiences and identity perceptions, and promoting cultural exchange with them.

In order to build connections with school communities in other linguistic areas, our schools invite speakers of languages other than those represented in the school. Teachers try to connect with speakers of languages not represented in our schools to enrich the learning experiences of students and use technology as a tool to introduce cultures of different languages to students. Students are encouraged to participate in intercultural trips and prepare assignments about intercultural topics.

h. Language does not pose an obstacle to communication in the school.

All official correspondence of the School is in both Turkish and English. The School undertakes to develop and implement an effective translation policy through professional translators. Translation duties are clearly specified in job descriptions. All work-related e-mails sent to the staff are in two languages. Ceremonies and displays organised in our schools involve elements in both Turkish and

English. The schools' personnel are proficient in another language as far as possible; teachers are encouraged to be proficient, and applicants who are proficient in more than one language are preferred in recruitment.

5. Language Philosophy and IB

The IB philosophy aims to raise individuals who are open to development and to being life-long learners. The Language Policy of our schools directly supports the IB understanding of international-mindedness.

Efforts spent in the field of language are among the indicators of the institution's commitment to the IB philosophy. The goal of our Language Policy, developed in line with our educational approach aiming to educate students to become thinking and inquiring individuals, is to equip students with language skills that will enable them to learn about various cultures and ways of thinking. Activities that promote critical thinking, research, presentations, debates, projects, festivals and student exchange program all help in the attainment of this goal.

6. Language Teachers

All teachers at IDF Private Bilkent Schools know that they are language teachers. With this understanding, teachers set an example for students by acting in compliance with the fundamental beliefs laid down in the schools' Language Policy; in their written and oral expressions in both their mother tongue and foreign languages. Education and teaching practices recognise the common decision of all teachers and the perspectives of all students. Feedback given to students is a complementary part of the process and is intended to improve the quality of linguistic conditions and to meet the linguistic needs of students. In consideration of the different language needs of students, teachers use differentiation strategies and support students whose mother tongue is different from the School's language of instruction in accessing sources in their native languages.

Language instruction in both mother tongue and foreign languages aims to enable students to:

- develop a positive attitude towards the concept of language;
- use their mother tongue and foreign languages correctly and effectively;
- improve their thinking, creativity, self-assessment, learning, self-expression, analysis and social interaction skills;
- develop their listening, speaking, reading, writing, media literacy and presentation skills;
- develop critical, creative and personal approaches to analysing and examining literary and non-literary texts;

- cultivate an interest in texts from various cultures and historical periods;
- discover and analyse the characteristics of other cultures through literary and non-literary texts;
- discover language through various media;
- develop a lifelong interest in reading;
- use linguistic and literary concepts and skills in different and authentic contexts.

With a view to helping students accomplish all these objectives through language instruction, teachers organise a creative learning environment, use effective methods so that students can develop listening, speaking, reading, writing and media literacy skills, and design activities that foster the development of the mother tongue and foreign languages. These activities include analysis of written, visual and oral texts in language lessons, drama and creative writing activities, writing for the schools' literature clubs, speaking activities, library activities, and debates, among others.

All practices are intended to help students adopt a positive attitude towards language are characterised by personal, social, national and global approaches that aim to render language learning meaningful and to enable students to develop international tolerance, as well as an ability to distinguish similarities and differences between cultures.

Teachers employ the appropriate assessment methods that are conducive to providing meaningful feedback in mother tongue development and foreign language learning. In consideration of the students' individual differences in learning, teachers are responsible for differentiating activities and for regularly informing parents of the students' language development. Both formative and summative assessments are constructive and developmental in nature and encourage students to reflect on their language development. Students' language development is reported to parents through online educational platforms such as Moodle, Managebac, K12, PYP and MYP Report Cards Portfolio and Parent İnterview and Ministry of Education Report Cards.

7. Differentiated Instruction

At IDF Private Bilkent Schools, differentiated instruction is employed in developing the most appropriate mode of learning for each student. As in many educational institutions, our school has students at different levels of readiness and with different language competencies, learning styles and needs. Our philosophy in differentiated education is based on the recognition of the fact that students can respond better to tasks designed according to the level they have attained, rather than

the level they hope to achieve. This recognition offers students opportunities to use their skills more actively and helps them progress at their own pace.

As teachers, we are guided by two principles: the first is determining the student's readiness and the second is deciding on how the content of the curriculum can be connected with the student's needs and proficiency level.

8. Differentiation in Mother Tongue Instruction

In mother tongue instruction, the language skills addressed in PYP (listening, speaking, visual reading and presentation, reading and writing) are further developed focusing on the four main skill areas in MYP (listening, speaking, reading, writing), leading on to the choice between IB Diploma Programme or the Turkish national curriculum in Grades 11 and 12.

Before doing any planning for differentiated instruction in mother tongue teaching, the students' readiness, interests and abilities are considered. With special regard to transitioning from PYP to MYP, the school administration plans a coordination meeting with department heads to ensure effective information transfer from Year 4 to 5, and then between all subsequent levels. In these meetings, all necessary tools are used to collect information about the readiness of students at the previous level.

Transitioning of students from MYP to DP, or MYP to the Turkish national programme, is planned within the High School through meetings between the Assistant MYP Coordinator and IB DP Coordinator, as well as the National Programme Coordinator. The coordination then continues in conjunction with Unit Heads and the Pedagogical Leadership Teams for both MYP and DP programmes. Relevant academic data, including language teacher perceptions along with student and family aspirations, are gathered and used to ensure a smooth transition between the language programmes, recognising the paths that students wish to follow. Decisions are then enacted to place students in the phase which corresponds to their abilities and expressed desires.

Psychology Counseling Guidance (PCG) Unit measures the 'learning styles' of students at all levels using a highly reliable and valid test. The tabulated results of the test are shared with the relevant teachers. The PCG Unit also makes a presentation in the seminar period to introduce various activities like emotional training, values training, learner profile, etc. that will help teachers get to know their students and their needs in a shorter time.

Recognising that students have different levels of readiness, as well as different interests and learning styles, mother tongue teachers adjust content, process and products according to these differences. Differentiation in mother tongue teaching can be discerned in content, process and final products.

Given the differences in students' readiness, interests and learning styles, formative and summative activities are planned to help students move further along the learning cline. During their scheduled office hours, teachers develop various teaching tools in consideration of the information they have about students.

As differentiated instruction is more about quality than quantity, teachers are careful to plan well thought-out activities that attract the students' interest, make sense to them, and allow students to make connections between the content and the world beyond.

Mother tongue teachers ensure that a variety of rubrics are prepared to evaluate the four main language skills and plan an assortment of different learning activities and tasks.

9. Differentiation in Foreign Language Instruction

English lessons in the Primary school are comprised of 10 hours of instruction per week in heterogeneous classes. Students have a wide variety of previous academic achievement and varying levels of oral and written proficiency. English lessons from grades 1-4 consist of 6 units of inquiry and teachers use inquiry-based teaching approaches in these lessons. To help with differentiation we also have team teaching and regular station activities, with regular one on one reading and speaking assessments. In grade 4 students get the chance to work in smaller groups during process writing lessons. Teaching tools and materials are collaboratively selected or produced by the English language teachers of each grade level in consideration of their students' various learning needs and proficiency level. Age and cognitive skills at each level are also considered when planning the curriculum.

English lessons in Grades 9 and 10 consist of units of inquiry that cover MYP phases 3 to 5, and teachers use inquiry-based teaching approaches in these lessons. English lessons in the Diploma Programme follow subject group preferences at standard level and high level. Students in the DP are expected to have attained a minimum proficiency of phase of 4, or phase 5, depending on programme choice. English in the Turkish national programme follows the development and approach to the MYP, offering levels from phase 3 onwards.

In all grades, including English A: Language and Literature and English B: Language Acquisition for the IB DP in Grades 11 and 12, students are placed in the phase that is suitable for them in order to support the development of their previous knowledge and skills.

Based on the results of various assessments administered at all levels, students are divided into different curriculum groups, and in these groups, they receive education with other students at a similar level. Each group is assigned a teacher who decides on his / her own teaching tools and applies the teaching strategies and methods appropriate for the English language development of his / her students while still following a common, core curriculum.

Teaching tools and materials are collaboratively selected or produced by the English language teachers of each grade level in consideration of their students' various learning needs and proficiency level. Age and cognitive skills at each level are also considered when planning the curriculum.

Placement of students in the phases depends on their individual academic achievement in placement tests, formative and summative assessments. Students who pass from one phase to another are supported by the teachers of the relevant level. This includes support teaching as well as extra resources from the school library.

In grade 9, students receive 8 periods of English instruction, in grade 10, students have 6 periods of English instruction, in grade 11 the students have 6 periods of English instruction, and in grade 12 the students have 4 periods of English instruction weekly and the levels of students are decided at the beginning of the year.

If some students document that they have been to a language school and received a certificate that shows that they have moved up a level, the school gives those students a test at the level of their certificate. If students pass the cut-off score, they may move up a phase. At the end of the first semester, if teachers think that some students should move up a phase, they bring together the related data; formative and summative tasks, exam grades, and in-class performance grades. All English language teachers review these documents during their department meeting and share their opinions. If they agree on the fact that the students should move up a phase, the teacher of the upper phase takes a more detailed look at the students' work. If he / she thinks the student(s) can move up a phase, he / she interviews them to be able to make sure all the skills have been developed enough. When all English language teachers in the department agree on the changes and sign the document that certifies that the student(s) should move up, the phases of the students can be changed and the parents are informed.

When planning the units of inquiry, English language teachers consider students' learning styles and needs, and build differentiation into tasks and assessments. The Language Acquisition department supports students who have learning difficulties or whose academic achievement in English is low with the opportunity to have specific, differentiated activities, formative and summative tasks, and

exams. Students needing individual support are determined by teachers who observe and assess their achievement and performance.

In order to better help students, grade level teachers conduct research, and reflect on and share their findings with their respective departments, IB Coordinators, administration, and parents. English language teachers communicate with student counselors, School Administration, parents and other members of the school community to better understand the various situations students may be experiencing. English language teachers continuously provide constructive feedback to students and parents to support students' language development and suggest strategies to enable the students reach a higher proficiency level.

Teachers encourage higher language achievers as well as those who are highly motivated to take an active role in the Middle School Junior Model United Nations (JMUN) club, and High School Model United Nations (MUN) club. These clubs enable students to futher develop the four English language proficiency skills due to the academic language used while listening, speaking, reading and writing.

10. Additional Foreign Languages

The Primary, Middle and High School offers German, French and Spanish as an 'Elective Foreign Language' from Years 4 to 12 in the case of French and German, and currently to Grades 4 to 7 for Spanish (2018 – 19 academic year). Students receive two hours weekly of foreign language instruction in the language of their choice. The main aim of our second foreign language programme is to arouse an interest in learning a second foreign language. The lessons include activities designed to improve the four main linguistic skills; listening, speaking, reading and writing. Grammar rules and vocabulary are taught within the context of these four skills. German, French and Spanish target phases 1 to 2.

At the end of the four year language programmes, students are expected to have developed a positive attitude towards language with an understanding of the importance of learning a second foreign language, to be able to use the language in daily life without being afraid of making mistakes, to have learnt aspects of the culture of the relevant language, and to be able to express themselves using familiar sentences to meet their personal needs.

French language instruction starting in Year 9 teaches the basic rules of the language along with cultural concepts and introduces *Francophony* to students. Likewise, German lessons include activities designed to introduce the culture of the language along with the language itself. Second

foreign language instruction is supported by drama activities, educational films, games, songs and visual materials, and thus provide a rich learning environment in terms of lesson materials.

Students receiving German and French lessons are prepared by their teachers for the *Fit in Deutsch A1* and *DELF* exams respectively, demonstrating their European Common Framework of Reference Level A1 competence. Students who succeed in these exams are entitled to sit the exams given by German and French Cultural Centres, from which they can receive an internationally recognised language certificate.

The Diploma Programme offers *French Ab Initio* to students who wish to pursue their elective language to a higher level in the DP programme, however a minimum of five students is required to open the class.

11. IDF Private Bilkent Libraries

Our school Libraries were founded in 1998 with the support of Bilkent University Library. All teachers and students have access to the Bilkent University Library, Bilkent Laboratory International School (BLIS), and Private Bilkent School libraries. The resources in our school libraries are managed and developed in accordance with the Ministry of National Education regulations and IB standards, as well as the suggestions in the School Library Guide of UNESCO. The library hosts resources that will enable learners to reach effective and accurate information in the areas they are studying in line with the national and international programmes. The library collection is easy to use and accessible. Detailed information about the library resources is available in the online catalogue search module on our website.

In order to contribute to intercultural communication and interaction, and to support international-mindedness, provision and use of resources in different languages is encouraged in our school libraries. As a reflection of the bilingual nature of the school, the libraries strike a balance between resources in Turkish and those in English. The library collections also have resources in a variety of languages, which reflect the native languages of the individuals in the school community. When selecting resources, various websites and catalogues of publishing houses are examined and expert opinion is sought. The following table presents the number of resources in different languages (2018 – 19 academic year) as an example wıthin the high school.

Table 2: Distribution of Resources at Bilkent High School by Languages (2021 - 2022)

LANGUAGE	TYPES OF MATERIALS					
	BOOK	DVD	VCD	CD	CD-ROM	TOTAL
TURKISH	8723	136	137	66	2	9064
ENGLISH	4434	73	18	44	22	4591
GERMAN	265	2			1	268
FRENCH	260	2			1	263
TOTAL	**13682**	**213**	**155**	**110**	**26**	**14186**

Table 3: Distribution of Resources at Bilkent Early Years, Primary&Middle School by Languages (2021 - 2022)

Early Years

LANGUAGE	NUMBER
TURKISH	5739
ENGLISH	490
GERMAN	4
OTHER	4
TOTAL	

Primary&Middle

LANGUAGE	NUMBER
TURKISH	16422
ENGLISH	6200
GERMAN	211
FRENCH	95
SPANISH	21
ITALIAN	20
OTHER	8
TOTAL	22.977

There are VPN usernames and passwords that are defined for each of our students and teachers. Due to this, access to databases subscribed by Bilkent University Library is also provided outside the campus. In this way, our students and teachers have the opportunity to access electronic journals and books.

The schools' administration, librarians and department heads jointly decide on the purchase / provision of resources in consideration of the needs of the students and teachers. The schools' administration allocates a certain annual budget to strengthen and update the library collection. The resources are increased every year in line with budget allocations.

With a view to enabling the students to use the library effectively, students are reminded of library rules and operations at the beginning of each academic year. Frequent library visits are included into the class schedules at every grade level to support the delivery of IB and Turkish national curriculum units. Teachers encourage students to become active readers. They also offer opportunities to introduce, interpret and evaluate the works they and their students read. The librarians design activities aiming to develop 'Library and Information Literacy Skills' and, working collaboratively with classroom teachers, organise talks with writers invited to the school in connection with specific units of inquiry. The librarians are the cornerstone of academic honesty throughout our school. Therefore, the librarians also devise awareness-raising activities about academic honesty.

The classrooms in our School are arranged to support reading activities. There are bulletin boards in the classrooms and corridors to motivate reading and support concentration; classroom libraries are organised collaboratively by the librarian, teachers and students. Student work produced in IB units of inquiry are displayed on the boards and included in the school's publications.

12. Articulation of the Language Policy with other School Policies

All policies of IDF Private Bilkent Schools; Admission Policy, Inclusion and Special Educational Needs Policy, Assessment Policy and Academic Honesty Policy, directly affect language teaching and learning, and these policies continuously interact with this Language Policy.

12.1 Student Admission Policy

As part of the implementation of the school's Language Policy, there is a language profile expectation for students to be admitted to the school. The role of the language profile is to give the teachers useful information about the level and needs of each student in the languages used in the

school. The Language Profile clearly shows how the school can support a certain student in terms of language. Student progress in languages is regularly assessed, discussed, and recorded.

12.2 Inclusion and Special Educational Needs Policy

In line with the principle, *all individuals can learn*, language education of students with special educational needs in our school is based on the Inclusion and Special Educational Needs Policy. Psychology Counseling Guidance is involved in the process of addressing the language learning needs of these students. Teachers develop tools that will support the individual language needs of students, and design individual examinations and assessments in consideration of their individual and developmental characteristics. The language education of inclusion depends on the objectives stated in their individualised education programmes.

12.3 Assessment Policy

All teachers are considered language teachers, and teachers encourage students to express themselves correctly in their mother tongue and / or foreign languages. Therefore, when teaching subject-specific terminology and carrying out formative and summative assessment tasks, students' correct use of target language is taken into account. Irrespective of the subject group, all teachers give students feedback about correct language use. IB Report cards given at the end of a semester / academic year, student work in exhibitions and on bulletin boards, personal projects, portfolios, presentations, journals and performance tasks all provide evidence of the feedback given to students.

12.4 Academic Honesty Policy

As stated in the Academic Honesty Policy, students who study at IDF Private Bilkent School are expected to submit assignments and projects which they prepare using creative, individual and original ideas in line with academic honesty and where they express themselves using language accurately and meaningfully. All students know that using a piece of writing or a sentence from another person's work in their own work without obtaining the person's permission or crediting the source is plagiarism. Subject teachers are responsible for guiding the students and giving them ideas when they are preparing an original piece of work. The best way to check authenticity is to examine the student's style (too many or too few mistakes; too many sophisticated words, etc.). Teachers should know their students and analyse their language skills well.

The Academic Honesty Policy aims to enable the students to embrace the concepts of intellectual property, authenticity and creativity and to guide them towards scientific research.

Activities designed to spread the implementation of academic honesty help students use information correctly in recognition of methods of scientific research and ethical principles.

Thus, students are prevented from:

a) making quotations or citations without crediting the source;
b) using a piece of information or an idea as if it were his or her own;
c) submitting an assignment prepared by someone else as if it were his or her own;
d) having someone else do his or her assignment.

13. Connections between Private Bilkent Schools

With a view to establishing connections with school communities from other linguistic areas, the school invites speakers of those languages other than those represented in the school. Teachers also build contacts with the cultures of other languages and introduce them to the students to enrich students' experiences. The Erasmus Project titled, '*I Know What I Want To Be*', which reflects a realisation of our beliefs about language, has been continuing since 2015 with the Erasmus Plus Student Club involving students in Years 6 and 7. The Project aiming to build a strategic partnership between schools will continue from September 2015 to February 2019 with the support of the Turkish National Agency in the context of an EU grant scheme. Coordinated by Italy, the project includes Denmark, Finland, the UK, Wales, Romania, and Latvia as partner countries. The project aims to help students get to know their personal characteristics better as they proceed through their educational career, to acquire information about various professions, and to gain awareness of the importance of schooling for their future lives.

In February 2017, ten students from the Erasmus Club of our School visited Eggeslevmagle Skole in Skaerskoer, Denmark on a seven-day student mobility program. In November 2018, students from five of the aforementioned countries, along with representatives from their school, visited Private Bilkent High School to collaborate in a number of activities involving the sharing of each others' culture and languages.

Our students also take part in other international projects such as *Children Are the Hope* (CATH). You may visit http://www.childrenarethehope.org for more information.

14. Works Cited

- IDF Private Bilkent Primary School Language Policy
- IDF Private Bilkent High School Language Policy
- MYP: From principles into practice. Cardiff, Wales: United Kingdom, 2014.
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Bilkent Primary, Middle and High School

ASSESSMENT POLICY

FOREWORD

The Özel Bilkent Primary, Middle and High Schools wish to thank the students, parents, academic and administrative staff, who have contributed to the renewal and development of our school policies by participating in the process of formulating and recording our beliefs and procedures in the following policy documents: Child Protection Policy; Admissions Policy; Language Policy; Academic Honesty Policy; Assessment Policy; Inclusion and Special Educational Needs (SEN) Policy.

Our schools were established in 1994. Thanks to the support and feedback of our school community over the time since its foundation, we have witnessed strong growth in the numbers of parents wishing to offer their children an internationally minded education with us. The latest stage in our development was the authorisation for the Middle Years Programme in 2018, which, by connecting the Diploma and Primary Years Programme, has ensured the consistent application of our curriculum philosophy across the three schools.

We welcome comments and constructive feedback on all our policies in order to contribute to further development and improvement in the delivery of our curriculum.

As a school community we are committed to working together to ensure that these policies are applied effectively, kept up to date, and adhered to within a positive mindset to the benefit of the whole school community.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

International Baccalaureate Learner Profile, © International Baccalaureate, Published July 2007

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1. Introduction

IB philosophy is an integral part of the teaching, learning, and assessment process across the three Özel Bilkent Schools. Subject group members collaboratively create tasks and task specific clarifications based on the subject criteria that are defined in the IB Subject Guides. Assessment systematically measures a student's learning by using a variety of *valid*, *reliable*, *authentic*, and *appropriate* tools and tasks based on standardised criteria. All tasks and criteria are introduced and discussed with students before they start working on the assigned task.

PYP, MYP & DP SUBJECT GROUPS

There are eight subject groups (See Table 1) that are defined by the IB Middle Years Programme (MYP) and 6 subject groups (Table 2) defined by the IB Diploma Programme. Each subject group has specific learning objectives that align with subject criteria for MYP Years 1-5 and DP Years 1-2.

Table 1.
MYP Subject Groups

Language and literature
Language acquisition
Sciences
Mathematics
Individuals and societies
Arts
Physical and health education
Design

Table 2.
DP Subject Groups

Literature and Language & Literature
Language acquisition
Sciences
Mathematics
Individuals and societies
Arts

Table 3.

PYP Subject Groups

Language
Sciences
Social Sciences
Mathematics
Arts
Physical, Social and Personal Education

In Turkey, formal education starts in the pre-school and consists of four years of education upon completion of Primary School. Bilkent High School has been offering IB DP since 2008 and Bilkent Primary School has been offering IB PYP since 2012, both as authorised IB World Schools. In order to align all three programmes (PYP, MYP, DP) with the Turkish National Education system, the Middle Years Programme is offering the traditional five-year Middle Years Programme as a six-year programme. Upon graduating from PYP in Grade 4 all students start the MYP in Grade 5. Although Grade 5 is seen as a transition from PYP to MYP, all requirements of MYP are met starting from this point. MYP years 4 and 5 are completed in the first two years of high school during grades 9 and 10. The IB Diploma Programme is offered in grades 11 and 12.

2. Development of the Assessment Policy

Efforts to develop an assessment policy started in 2007 with the DP and continued with the PYP; after the inclusion of our Middle School in the MYP process, a common policy covering all three schools was formulated. The assessment policy has been framed and regularly updated by a steering committee that consists of one representative from each subject group of all three schools and the IB Coordinators. Before starting to develop the assessment policy, the committee:

a. Analysed the related IB documents to find out the expectations for the schools' assessment policy
b. Analysed PYP, MYP, and DP assessment policies to better create a link between the three IB programmes
c. Had regular meetings to conduct a feasibility study in order to find out what the needs of the school are in terms of assessment.

The policy is shared with the school community through the school's website and regular meetings are held with the parents to explain the policy.

After creating the Draft version of this Assessment Policy (April 2017), the committee was able to modify the policy based on the feedback from the school's MYP consultant. The steering committee continued to meet on a regular basis and revised the policy. A DP steering committee then made necessary additions. The policy was communicated to the school community through the school's website and meetings were arranged with parents to communicate the policy.

The evaluation policy has been updated in the 2020-21 academic year.

3. Assessment Criteria and Achievement Levels

In order to ensure the alignment of assessment with IB requirements, all teachers from the Özel Bilkent Schools are responsible for: using the IB subject group assessment rubrics that are provided in the most recent Subject Guides.

- Developing and implementing assessment tasks collaboratively with reference to both relevant IB guides and subject group overviews.
- Assessing all strands of all **four** criteria at least **two times** in an academic year for MYP.
- Making assessment criteria available to students and parents.
- Writing assessment tasks and rubrics using student-friendly language.
- Being knowledgeable about the IB command terms and using them in rubrics.
- Subject teachers standardising to set the expectations for achievement, compare grading practices, and agree on a common level for each summative task.

3.1. Assessment Strategies

Özel Bilkent School's philosophy and assessment policy align with our values, and with the philosophy of the International Baccalaureate. We believe that the student should be central in all kinds of assessment. Assessment at Bilkent Schools is constructivist in its approach and requires students to use high order thinking skills such as application, analysis, synthesis and evaluation rather than only demonstrating knowledge through multiple choice/short answer questions.

Differentiation is also an assessment strategy, which we believe in at Özel Bilkent School. Through differentiation students are given an opportunity to participate in determining what they learn, how they learn, and how they show what they have learnt.

Each unit includes a variety of Approaches to Teaching and Learning (ATL) skills that are evaluated informally (not graded) throughout all units. Students are given ongoing feedback about the development of their ATL skills. Each unit also includes formal assessment (graded) of content, subject-based skills and attitudes through formative and summative assessments.

Pre-assessment: The purpose of pre-assessment is to determine students' prior knowledge to explore what students have learned and to identify what they need to know. During this stage of assessment, teachers can use a variety of techniques to encourage students to retrieve and use their prior knowledge. These strategies may include brainstorming, mind maps, anecdotes, concept maps, writing inquiry questions, wonder walls, etc. Pre-assessment provides opportunities for teachers to build on students' existing knowledge and understanding and to identify in post-assessment how far each student has come.

Formative Assessment: Formative assessment is an important feature of teaching and learning in all IB programmes and it is vital to the learning process. The purpose of formative assessment is to check students' understanding, to provide students with regular constructive feedback and with opportunities for refining their ideas and work, and to integrate student needs and interest that arise during the learning process into future planning. Formative assessment is an ongoing process that provides students with the support and scaffolding necessary to be successful in their summative

assessment tasks. Each formative assessment task includes clearly written task prompt and task-specific criteria both of which are made available, and clear to the students before they are assessed.

Summative Assessment: Summative assessment tasks measure students' overall achievement level from the beginning of a unit until the end. For all summative assessment tasks, subject specific criteria are used from related IB Subject Guides. Summative assessment criteria include Task Specific Clarifications, which are designed by, and commonly agreed upon, by all teachers using the same assessment task. DP teachers assign assessment tasks according to the units taught from each specific subject.

Feedback: Feedback is one of the most effective teaching practices and forms the very core of assessment. Effective feedback from the teacher provides opportunities for student reflection and action. It encourages learning, supports continuous improvement, and celebrates achievement.

PYP Exhibition

The exhibition is a strong demonstration of students' agency. It represents a significant event in the life of the PYP school and students, as the students synthesize the essential elements of PYP and share their synthesis with all the members of the school community. Students in their fourth year produce a graduation work that covers all elements of the PYP according to a schedule determined at the beginning of the academic year. They demonstrate their understanding of a topic or an opportunity they have chosen to study. They conduct their research individually or with their peers under the supervision of a mentor/consultant. Through the exhibition, students show their ability to take responsibility for their learning and to take action. Students and parents participate in the exhibition, where they celebrate the development of internationally minded learners who have made a positive change in their own and others' lives.

MYP E-Assessment: External assessment (e-assessment) is an optional feature of the IB MYP. At Özel Bilkent Middle School students will be offered the chance to take part in e-assessment in MYP Year 5. For more information regarding e-assessment please visit this webpage.

3.2. Assessment Tools

A variety of assessments tools are used to evaluate student achievement and to provide student with feedback about their performance. The feedback provided using assessment aims is to improve learning. Teachers are encouraged to use assessment tasks that are constructivist in nature and should design authentic assessment tasks and tools that provide opportunities for students to apply their knowledge and skills to real-life situations. Such assessment tools may include, but not limited to:

- Rubrics
- Self-assessment

- Peer-assessment
- Checklists
- Critical Thinking Activities
- Discussions / Interviews
- Written assignments
- Written exams
- Presentations / Journals
- Teachers' notes
- Open-ended questions
- Projects in different subjects and at different grades
- Community Project (Grade 8)
- Personal Project (Grade 10)
- DP Internal / External Assessments (Grade 11 and 12)
- Group 4 Project (Grade 11)
- Extended Essay (Grade 12)
- Projects
- Laboratory Tasks / Experiments
- Quizzes
- Student Production, such as posters, diagrams, observations, note taking, pieces of art, etc.

Özel Bilkent Schools see assessment as a learning tool which encourages students and teachers to be reflective about the learning taking place.

3.3. Assessment Cycle

There are common practices that teachers follow throughout the assessment cycle to ensure collaboration, standardisation, and validity.

3.3.1 Preparation

Formative and summative assessment tasks are considered an integral part of teaching in PYP and are planned in collaborative planning meetings by all teachers who teach at a given level. Assessment provides evidence to inform learning and teaching. Both students and teachers constantly ask themselves the following questions: "Do I show progress? How do I know?" They collect evidence of learning to answer these questions. Well-thought feedback strategies are designed by all teachers through observation, asking questions, reflection, discussion of learning with peers and teachers and providing feedforward for the next steps in learning. Tools used for monitoring learning include open-ended assignments, written or oral assessment and learning portfolio. Students' opinions are sought in the stages of designing tasks and formulating criteria.

MYP formative as well as summative assessment tasks are prepared collaboratively, whenever possible, with all teachers in a subject level. Task prompts are prepared for each assessed task as well as Task Specific Clarifications of the MYP criteria being assessed. All assessment tasks are prepared with the MYP 8-band criteria and objectives in mind.

DP formative and summative assessment tasks are prepared collaboratively with all teachers from a department. Task specific clarifications are prepared for each assessed task with internal / external assessment objectives and corresponding assessment criteria in mind.

In the case of exams, local Ministry of Education regulations stipulate that no exam should exceed 40 minutes (1 class period). MYP formative assessment tasks or summative assessment tasks which are not exams do not have any specified time constraints. Most DP exams are 80 minutes as lessons are usually blocked with two times 40 minutes. In grade 12 IB however, a mock exam week is given to students to replicate the May examination session where similar exam times apply according to the actual IB examination, for example 1 hour 30 minutes for SL or 2 hours 15 minutes for HL.

The printing and distribution of Formative Tasks is the domain of the instructor. Summative assessment tasks depending on their nature may be printed and distributed by the instructor or, in the case of exams, may be centrally printed and packaged by the school's Administrative Assistant. In the case of exams, a master copy should be submitted to the Administrative Assistant one week prior to the exam.

Separate formative and summative assessment tasks are prepared for any SEN students in accordance with their annual curriculum and abilities.

4. Administration

Students' views are considered in the process of assessment, which is regarded an indispensable part of teaching in PYP. This is also an opportunity that fosters student agency. All formative or summative assessment tasks are shared with students, who are also offered opportunities to take part in the formulation of criteria. Assessment tools, strategies and self- and peer-assessment chances are included in the unit of inquiry plans.

Prior to any assessed formative or summative tasks, both a task prompt and the task specific clarification of the assessed IB criteria are shared with students. These documents should also be made available to parents via class Moodle pages or on ManageBac for grades 11 and 12 IB.

In the case of exams, middle school invigilation is centrally arranged by the school Administration and high school invigilation is organised by subject teachers or in the case of IB exams, by the IBDP Coordinator. Exam packs are collected and returned to the Administration office.

During the administration of exams, students are seated individually in rows and invigilators closely monitor the exam. In some cases, dictionaries or other books, Data Booklets, and / or TI calculators may be allowed. Any special allowances or regulations will be communicated to both students and parents via online systems, such as academic system, moodle, or ManageBac prior to the assessment. For MYP, all assessed formative and summative tasks are to be completed in the classroom / school

to ensure that the work is that of the student. For DP, assessed formative and summative tasks can be completed in school or at home according to directions of the subject teacher. All summative assessment tasks are individual in nature for both MYP and DP.

Provisions are made for any SEN students in accordance with special needs and may include doing the task in a separate room, having extra time allotted for completing the task, the aid of technology, or human assistance.

5. Determining Development Levels and Grades

In order to collect information about students and their learning, students in all years of the primary school, and especially in pre-school, are regularly observed. A teacher's observations may focus on the whole class, as well as an individual student or a group of students.

It is aimed to assess students' performance using outcome-oriented tasks and pre-determined criteria. These tasks that necessitate the use of many skills and are focused on a problem are employed at all grade levels, particularly in the primary school.

The strategy of selected answers, described as one-time and one-dimensional tasks, is among the requirements of the national program. Exams and quizzes are used in the first three years of primary school without being marked and for the purposes of determining the situation, while in the last (fourth) year they are assessed formally with a grade.

Open-ended practices that are used as open-ended questions, short answers, drawings, diagrams or solutions are offered to students at all grade levels for a variety of purposes and students are expected to provide an original response to them. Tasks with assessment criteria are included in the protfolios.

Before assessing summative assessment tasks, teachers of the given topic/level come together to achieve a standard in their expectations and discuss the issues that may have arisen in the assessment process. Several samples of an assignment are assessed collectively and the answer key (if there is one) is finalized.

Prior to the evaluation of summative assessment tasks, teachers at that subject / level meet to standardise their expectations and to discuss any issues that may have occurred during the assessment. Several sample tasks are collectively evaluated and answer keys (if applicable) are finalised.

Whenever possible, summative assessment tasks are double-marked. For MYP years 0-3, packs are first graded by another teacher at that subject / level and are then second graded by the class teacher. For MYP years 4 - 5 and DP subjects, each subject teacher grades their own summative asessment and is then graded by a second teacher of the same subject. The best fit method is used by all markers to determine the most appropriate assessment level of the task; assessment criteria

1-8 is used for MYP and assessment criteria for each DP subject group is either prepared by the teacher and / or IB assessment criteria used for internal / external assessment purposes.

After a task has been placed into the appropriate assessment criteria band, either for MYP or DP, a percentile grade may be calculated and if necessary is contributed to local Ministry of Education requirements.

5.1. MYP Assessment Indicators

MYP offers a framework of assessment for all subject groups. Assessment levels and / or grades are indicated for each task specific clarification of the criteria. Teachers also complete a Teacher Reflection of the student's performance. At the end of each academic year, achievement levels are calculated for each subject group's criteria (A-D) using the Best Fit approach.

Criteria A	**Analyzing (1-8)**	**7**
Criteria B	**Organizing (1-8)**	**6**
Criteria C	**Producing text (1-8)**	**8**
Criteria D	**Using language (1-8)**	**5**
Overall grade(1-7)		**6**

Fig 1: Example of one subject's achievement levels by criteria

A final grade (1-7) is then awarded to indicate the overall achievement level of the student for the year in each subject using the IB MYP Final Grade Boundaries. Final grades are determined by calculating the sum of the 4 criteria (A-D) grades in each subject group.

1	**2**	**3**	**4**	**5**	**6**	**7**
1-6	6-9	10-14	15-18	19-23	24-27	28-32

Fig. 2: IB MYP Final Grade Boundaries

Aside from formative and summative assessed tasks, there are additional grades which will contribute to Ministry of Education Report Cards. These include participation in class and in out-of-class activites (DEK grades) and Ministry of Education external exams.

There are 3 different DEK grades, which include;

- Academic engagement
- Performance
- Intellectual Engagement

Each of these three areas is awarded a grade out of one hundred by each subject group. DEK grades are based on extensive record keeping by teachers. All teachers across Özel Bilkent Middle School follow the DEK manual (See Appendix).

5.2. DP Assessment Indicators

There are many assessment tasks required within the diploma programme; all main course subjects, theory of knowledge, and the extended essay. Each DP subject has its own assessment criteria and discriptors to provide a best-fit grade. DP subject teachers use IB subject specific assessment criteria whenever needed for both formative and summative assessments.

Personal engagement	Exploration	Analysis	Evaluation	Communication	Total
2 (8%)	6 (25%)	6 (25%)	6 (25%)	4 (17%)	24 (100%)

Fig. 3: Example of internal assessment criteria for Group 4 subjects

Mark	Descriptor
0	The student's report does not reach a standard described by the descriptors below.
1	**The evidence of personal engagement with the exploration is limited with little independent thinking, initiative or creativity.** The justification given for choosing the research question and/or the topic under investigation does not demonstrate **personal significance, interest or curiosity.** There is little evidence of **personal input and initiative** in the designing, implementation or presentation of the investigation.
2	**The evidence of personal engagement with the exploration is clear with significant independent thinking, initiative or creativity.** The justification given for choosing the research question and/or the topic under investigation demonstrates **personal significance, interest or curiosity.** There is evidence of **personal input and initiative** in the designing, implementation or presentation of the investigation.

Fig. 4: Example of Personal Engagement discriptors

Aside from formative and summative assessed tasks, there are additional grades which will contribute to Ministry of Education Report Cards. These requirements consist of a performance assignment task (may or may not be linked to internal assessment, but include a short-term project, laboratory experiment report etc) and a performance grade (includes in-class participation, weekly homework, quizzes etc), along with a summative exam.

11 IB SL-HL								
1. SEMESTER				2. SEMESTER				
Formative Assesment		Summative Assesment		Formative Assesment		Summative Assesment		TERM PROJECT
I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	
Lesson Material %10	Group 4 Project %25	FIRST EXAM %100	SECOND EXAM %100	Lesson Material %10	Group 4 Project %75	FIRST EXAM %100	SECOND EXAM %100	Extended Essay %100
Homework %20	Internal Assesment %75			Homework %20	Internal Assesment %25			
Quiz %30				Quiz %30				
Lab Report %40				Lab Report %40				

Fig. 5: Example Grade 11 Group 4 Assessment Table

12 IB SL-HL								
1. SEMESTER				2. SEMESTER				
Formative Assesment		Summative Assesment		Formative Assesment		Summative Assesment		TERM PROJECT
I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	
Homework %30	Internal Assesment %100	FIRST EXAM %100	SECOND EXAM %100	Homework %50	Homework %50	FIRST EXAM %100	SECOND EXAM %100	Extended Essay %100
Quiz %30				Quiz %50	Quiz %50			
Lab Report %40								

Fig. 6: Example Grade 12 Group 4 Assessment Table

5.3. MEB Assessment Indicators

The MEB assessment tasks includea performance task, participation grade, and exam grade for all main course subjects. Each MEB subject has its own assessment criteria and discriptors to provide a best-fit grade. MEB subject teachers use subject specific assessment criteria whenever needed for both formative and summative assessments.

GRADES 11 - 12								
1. SEMESTER				2. SEMESTER				
Formative Assesment		Summative Assesment		Formative Assesment		Summative Assesment		
I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	I. PERFORMANCE	II. PERFORMANCE	1.GRADE	2. GRADE	TERM PROJECT
Lesson materials 10%	Performance Experiment %100	I.EXAM %100	II.EXAM %100	Lesson materials 10%	Performance Experiment %100	I.EXAM %100	II.EXAM %100	%100
Homework 20%	Summative Assessment 20%			Homework 20%	Summative Assessment 20%			
Quizzes 20%				Quizzes 20%				
Lab Reports 20%				Lab Reports 20%				
Formative Assessment 20%				Formative Assessment 20%				

Fig. 7: Example Grade 11 and 12 MEB Assessment Table

6. Documenting and Reporting Student Achievement

The Özel Bilkent Schools meet both IB and MEB requirements for recording and reporting student achievement. PYP and MYP achievement levels are recorded on each assessed task along with teacher and student reflections, and DP progress reports are recorded by all subject teachers and reported to the DP Coordinator and Administration.

MYP teachers are responsible for recording/announcing and reporting the assessment levels of any assessed task on a regular basis. Teachers report the assessment level of tasks:

- To students in the classroom;
- Parents and students are given feedback through the K12 information;
- In MEB report cards twice a year;
- In a MYP Progress Report at the end of each academic year;
- A PYP development report including teacher comments once in a semester are given at the end of each unit;
- Portfolio;
- Parents' comment forms;
- Parent meetings;
- Individual parent meetings;
- Student profile documents.

MYP Progress Reports include both assessment levels and teacher comments for each subject as well as grades and comments for any interdisciplinary units the student may have taken part in. Additionally, teachers will report on the Approaches to Learning (ATLs) students focused on over the academic year in each subject group through an ATL chart. ATL charts are supported by teacher comments as well as advice for improvement, where applicable. It is important to note that ATLs are not graded, but the use of these skills will contribute to the success of any assessed tasks students do.

DP teachers are responsible for recording / reporting formative and summative assessments of any assessed task on a regular basis. Teachers report grades:

- to students in the classroom;
- to parents via the E-school system;
- in MEB report cards twice a year.

Ministry of Education Report Cards are prepared following the Turkish Ministry of Education (MEB) requirements for reporting student achievement. Teachers report grades through the national online academic system (E-Okul) as well as through MEB report cards, which are given twice a year. MEB report cards include grades for each subject (exams, quizzes, project, and other assessed tasks) and general comments from the classroom teacher. MEB reports also include behavior grades and assessment of students' participation in lessons and activities (DEK / participation grades).

APPENDICIES

Appendix A: DEK Guide

Background: DEK is an acronym that stands for "Participation in Lessons and Activities" in Turkish. DEK assessment is a requirement of the MoNE (Ministry of National Education) and covers 50% of each semester's grade. For this reason DEK criteria have been developed by the department/school to standardize the way DEK grades are awarded across the Middle School and provide opportunities for students to reflect on their own thinking.

Introduction: DEK assessment in our school is viewed as a learning opportunity both for students and teachers. Through DEK assessment we aim to:

- Encourage students to think about their own thinking (metacognition)
- Reflect on the impact of their experiences on their own learning and others'
- Provide opportunities for students to improve their learning and skills by drawing and following action plans
- Practice self-regulation skills by drawing and following action plans

DEK criteria include three sections: DEK 1, DEK 2, and DEK 3. DEK 1 and 2 includes standardized items which are valid for all subjects and grade levels

- DEK 1 – Academic Engagement, which includes behavior and attitude to learning grades
- DEK 2 – Performance, which includes assessed and unassessed formative assessment grades
- DEK 3 – Intellectual Engagement, which includes participation and contribution grades as determined by both teachers and students DEK 3 includes intellectual engagement and students' contribution to their own learning and that of others. DEK 3 can vary according to subject group and grade level. In the 3rd section of DEK criteria, the statements should involve two aspects: the impact of students' actions on their own learning and the impact of students' action on others' learning. These two aspects of learning should be integrated in DEK 3 by all subjects in all grade levels.

  Each of these DEK grades is calculated as a percentage and then, an average of the summative assessment grades and DEK grades is awarded as a final semester grade. DEK grades are assigned 2 or 3 times a year depending on the allocated teaching periods; once at the end of the first semester, and once or twice during the second semester.

The importance of keeping records for DEK assessment: As the assessment of DEK 1 and 2 is based on the observed actions of students (e.g. come to the class prepared, come to class on time etc.) all teachers are encouraged to keep their own records of students' actions. Each subject group or each teacher can decide on their own way of keeping records of actions. However, it is important to keep the records until the end of the academic year and standardization of the final grade may be necessary if two or more teachers teach the same group of students for the same subject. Then, before assigning the final grade for DEK 1, 2, 3 the teachers who teach the same group of students the same subject group come together and agree on the grade that they think would reflect the students' performances the best.

Grading DEK 1, 2, and 3: DEK 1 grades should be awarded based on teachers' daily records of preparedness, punctuality and attitude to learning. As grades need to be substantiated, it is essential that teachers keep detailed daily records.

DEK 2 grades are the average of formative assessment tasks and homework submission records. All grades as well as homework submission data need to be entered on a regular basis into the school messaging system. The homework submission grade is determined by taking the average of submitted to assigned homework tasks.

DEK 3 grades are comprised of both teacher assessment and student self-assessment of intellectual engagement. DEK 3 assessment grades are negotiable based on discussion. If student and teacher grades differ substantially, teachers should meet with students to discuss the differences; however, grades may or may not change as an outcome of these meetings.

Introducing the DEK to students and parents: Each subject should introduce the DEK to students and parents at the beginning of the year. The DEK criteria together with a brief explanation of how it will be used to assess the students' participation in lessons and activities should be announced to the parents clearly. This action can be fulfilled through Moodle, school's parent messaging system and/or during parent meetings. Responding to parents' questions and keeping records of the communication attach importance for the implementation of the process.

As in all student assessment, criteria should be shared and discussed with students prior to being used. Having students' voice in constructing DEK 3 will likely to help students build sense of ownership. This also aligns with our beliefs on constructivism and learner centeredness. Prior to discussing DEK 3 with students, each subject group (teacher/s) is expected to come up with their own DEK 3 criteria which includes aspects of metacognition and interdependence. Then based on the discussion with students each subject group should come to a mutual outcome in terms of a list

of criteria to be assessed during the course of the academic year. The teacher/s teaching the same subject group at the same grade level should standardize the criteria based on their and students' learning expectations.

Drawing and following actions based on DEK 3: Based on students' and teachers' reflection on students' DEK 3 criteria, teachers arrange short conferences with the students whose DEK 3 self and teacher assessment shows discrepancy to a larger extent. The discrepancy aspect is subjective to the specific grade level and learning expectations. Therefore, it is up to the teacher/s to decide whether drawing further actions can help students improve their learning or not.

It is important that students and teachers come to an agreement on the final assessment of DEK. If there is an action taken by the student, teacher should observe, record, and discuss any actions taken by the student to improve their learning.

Conclusion: Keeping regular and systematic records of learning and participation will provide teachers the evidence needed to assess the DEK criteria regardless of subject group. Besides, making DEK criteria visible and accessible for students at all times and for parents will likely to help us build a culture of metacognition and reflection across our schools as well as meet the MoNE's (Ministry of National Education) requirement in a more constructivist approach.

Bilkent Primary, Middle and High School

SEN & INCLUSION POLICY

FOREWORD

The Private Bilkent Primary, Middle and High Schools wish to thank the students, parents, academic and administrative staff, who have contributed to the renewal and development of our school policies by participating in the process of formulating and recording our beliefs and procedures in the following policy documents: Admissions Policy; Language Policy; Academic Honesty Policy; Assessment Policy; Inclusion and Special Educational Needs (SEN) Policy.

Our schools were established in 1994. Thanks to the support and feedback of our school community over the time since its foundation we have witnessed strong growth in the numbers of parents wishing to offer their children an internationally-minded education with us. The latest stage in our development was the authorisation for the Middle Years Programme in 2018, which, by connecting the Diploma and Primary Years Programme, has ensured the consistent application of our curriculum philosophy across the three schools.

We welcome comments and constructive feedback on all our policies in order to contribute to further development and improvement in the delivery of our curriculum.

As a school community, we are committed to working together to ensure that these policies are applied effectively, kept up to date, and adhered to within a positive mindset to the benefit of the whole school community.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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2. **Inclusion in the School Community**
    - **2.1** Awareness-raising and Celebration of Diversity
    - **2.2** Countering Prejudice in the Broader Community
    - **2.3** Inclusion Reflected in the Curriculum and Inquiry
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1.Respect and Tolerance to Diversity and Difference

The global community astonishes us daily by confronting us with its creative diversity, thus challenging us to rethink our place within that community, and how we can value that diversity with a view to creating a more tolerant and peaceful world. It is our belief that communities of learners who reach out to embrace and include diversity in their aspirations are more able to work towards a sustainable model of harmonious living and to address the issues which are at the forefront of global concerns going into the future.

An IB education in our view is about establishing a foothold of respect and tolerance in communities, particularly where current practices do not reflect an ideal model, in order to spread a message which recognises the right for all members of any community, be they global, national, local, or familial, to be accepted and valued for their differences. Diversity expresses itself in many ways, including gender, age, race, ethnicity, cultural background, physical and mental ability, socio-economic status, religion, sexual orientation, and language. Our policy recognises that members of the school community should make a constant effort through its educational practices to eliminate prejudice in whatever form so that those who differ in their diverse orientations or personal characteristics can develop as fully accepted members of the communities of which they are a part and reach their full potential.

All members of the community should be accepted for who they are, should feel valued, cared for, understood and trusted. The school makes every effort to ensure that they are valued for their strengths, set realistic expectations yet challenged in their learning, heard, and listened to, and provided with an opportunity to participate in decision-making. The school recognises diversity only in so far as it provides differentiated learning opportunities which reflect an individual's needs, but the school does not disregard prejudice of any sort towards those who are different in their orientations or capacities. The school actively promotes understanding, tolerance, and inclusion so that diversity is valued as a positive contributor to the culture of the school and community.

This document outlines the practical steps that the school community takes in promoting diversity and tolerance of diversity, and links to other policies and practices outlined in the Admissions, Language, Assessment and Academic Honesty Policies. IDF Özel Bilkent Schools seek to ensure that all student needs are addressed, and provision made available to them throughout their school career. The school acknowledges the right of all students to a broad and balanced curriculum which is inclusive, reflecting diverse needs and facilitating opportunities to create a culture in which such needs are valued.

Özel Bilkent Schools *Inclusion and Special Educational Needs Policy* has been collaboratively developed with students, parents, teachers and administrators, while considering the Rules and Regulations on Special Education and Guidance Services of the Turkish Ministry of Education, the Declaration of Rights of the Child, the United Nations (UN) Convention on the Rights of Persons with Disabilities, and IB documents: Inclusion within the International Baccalaureate Programmes, The IB Guide to Inclusive education: A Resource for whole School Development, Meeting Student Learning Diversity in the

Classroom, Learning Diversity and Inclusion in IB Programmes, Making the Primary Years Programme (PYP) Happen (PYP: PYP: From Principles into Practice) ; Middle Years Programme (MYP): From Principles into Practice; IB Diploma Programme From Principles into Practice guides (2020); and the IB Learner Profile. The policy is accessible through the school's website for everyone.

2.Inclusion in the School Community

This paradigm is a process of participating all students with a culture of collaboration and problem-solving in the school community. In practice, it aims to ensure that each learner makes the necessary effort to reach the agreed goals, believing that s/he will overcome the possible obstacles in the learning process.

2.1. Awareness-raising and Celebration of Diversity

The school considers barriers to learning from multiple perspectives and promotes inclusion of all students. Diversity within the school community does not create a barrier to learning and the school promotes acceptance and celebration of diversity through written and hidden curricula. The leadership team is involved in developing effective strategies to increase access and participation. Daily interactions within the school community create affirmative, responsive environments that promote a sense of belonging, safety, and self-worth for every member of the community. The learner profile plays a role in promoting the agency to affirm identity and the school supports access for all students to the IB programmes and philosophy.

2.2. Countering Prejudice in the Broader Community

The school develops and implements policies and procedures to encourage students' counter prejudice in their lives and in the broader community. The school provides support for its students with learning needs and support for their teachers.

2.3.Inclusion Reflected in the Curriculum and Inquiry

The school promotes inclusion in the curriculum and incorporates differentiation and international mindedness for students' learning needs and styles. Teaching and learning addresses human commonality, diversity, and multiple perspectives. Teaching and learning differentiate instruction to meet students' learning needs and styles and fosters a stimulating learning environment based on understanding, respect and reflection.

2.4.Actions to Ensure Gender Equality

Common understandings, policies and practices take into account gender equality, human rights, and diversity. All members of the school community are responsible for developing culture and practices

that provide equal opportunities for all regardless of their age, gender, culture, race, ethnicity, languages, life preferences, life conditions and/or being above or below the norm with respect to learning abilities.

3.Special Education in our School Community

Our school enables members to be productive members of the community who fulfil their social roles, are adapted to their surroundings, and can work cooperatively and harmoniously, equipped with needed life skills in order to live independently and self-sufficiently. Each member learns, works, and produces in order to expand their potential. For this purpose, it plans the appropriate social, psychological and academic environment by identifying the students' needs through the recognition of all aspects.

3.1. Basic Principles and Beliefs About Inclusion

The school has a sustainable and an organized structure in terms of the implementation of common decisions, where environments are created in which students can feel safe physically, emotionally and academically and where adults are easily accessible to solve problems. Individuals with special needs use special educational services to the extent of their educational needs, interests, abilities, and capabilities.

Educational services are planned and carried out for individuals with special needs by taking support from relevant institutions, organizations and experts, and which ensures that such education does not separate individuals from their social and physical environment nor from their peers to the extent this is possible.

A reliable and fair method of diagnosis and evaluation is followed to ensure that individuals receive appropriate services to meet their specific needs.

"Individualized Education Program (IEP)" is developed and implemented for students with special education needs. It is ensured that families are educated and active participants in the special education process. Families are informed about their rights, opportunities, boundaries, and communication mechanisms in the school regarding their special situation.

Creating positive attitudes in individuals with special educational needs is considered a way of eliminating prejudices about differences.

3.2.Identifying Individuals with Diverse Needs

There may be students who enrol at the school with a range of possible needs. Objectives targeting students with special educational needs are formulated and assessed within the first month of the academic year, then these objectives are implemented in the school's strategic plan. Teachers identify students who are different from their peers in terms of emotional, social, behavioural, and learning characteristics through observation and inform the Psychological Counselling and Guidance Unit (PCG). PCG Unit comes together with the class teacher and branch teachers as well as the special education teacher to determine the situation of the student in question and decide on in-school practices.

Individuals with different needs that can be included in this scope are as follows:

3.2.1.Individuals with Special Needs

Chronic diseases and diseases requiring a long treatment period,

Sudden trauma experiences (Situations that disrupt the daily routine, that create sudden or unexpected changes; that create horror, anxiety and panic confuse the interpretation processes of the person),

Students from abroad,

Students coming with different cultures.

3.2.2.Individuals with Special Educational Needs

Specific Learning Disabilities (dyscalculia, dyslexia, dyspraxia),

Hearing Impairments,

Visual Impairments,

Physical Disability,

Speech, Language, and Conversation Impairment,

Autism,

Attention Deficit and/or Hyperactivity Disorder,

Intellectual disability due to mental retardation,

Talented and Gifted Individuals.

4.Administering SEN Education

Coordination and cooperation between the administration, parents, students, teachers, support personnel and other units in the wider environment (medical support systems, special education institutions, individual support persons and organizations, etc.) are developed to encourage and manage inclusion practices.

Professional development needs of all school personnel in the areas of special education and inclusion are identified and cooperation of all stakeholders is sought for meeting professional development needs.

There is a Special Education Teacher working full time to organize the inclusive education environment.

The Special Education Teacher carries out the necessary studies to determine the individual needs of the student who needs special education and informs the necessary people and units to provide the student with the most suitable environment.

The education plan is differentiated by the teacher according to the needs of the student, taking into account the qualifications of the individuals with special needs and their profiles in all areas of development.

With a student-centered approach, the teaching programs are updated in line with the developmental profile and needs of the students.

This process is planned and maintained in cooperation with the class teacher, branch teacher, special education teacher, counselor, administration and parents. Differentiation is made by considering the purpose, content and teaching processes.

Counsellors provide information that improves understanding, positive attitudes, encouragement, and problem-solving approaches in the staff who teach students with different needs and support them when necessary. Coordination and cooperation between the school administration, teachers, students, and parents are ensured by the counsellors. The required approach is determined and a targeted intervention programme (TIP) is designed by combining the general profile of the student with the opinions of all teachers, PCG and family.

The process is monitored through regular evaluations, observation reports and feedback. If the targeted intervention programme meets the needs of the student, it is continued; if it does not, the necessary guidance is provided.

The student who is determined to be suitable for special education by official institutions continues her/his education within the Inclusive Education Program at our schools. The school carries out the legal process in accordance with the expectations of the Ministry of National Education for students who are medically diagnosed or who have documented different educational needs. At the end of the process, individuals are directed to support training programs appropriate for their needs, according to the

report results of the special education evaluation board. The Individualized Education Program Development Unit (IEP-DU) consists of the relevant teachers, vice principal, parents, students, guidance teacher and special education teacher under the chairmanship of the school principal. Responsibilities of the Individualized Education Program Development Unit (IEP-DU) is to coordinate the preparation, implementation, monitoring and evaluation of the Individualized Education Program (IEP) developed for students with special education needs. With the cooperation of special education and subject teachers, an individualized education program for each unit is planned for the lessons needed. Course materials, assignments and exams are prepared in accordance with the individual development of the student. When appropriate and necessary, studies can also be carried out in the support room with the suggestion of the Individualized Education Program Development Unit (IEP-DU) for students who will receive individualized education program with a special education teacher. Teaching materials, including Information and Communication Technology, are differentiated according to the needs and requirements. The assessment is based on the IEP and is consistent with the school's assessment policy. Results are recorded and prepared files are kept for the entire education period of the student. The Individualized Education Program Development Unit (IEP-DU), whose duties and responsibilities are clearly defined, meets regularly with parents and / or students as specified in the Ministry of National Education Regulation. Group or individual support education activities are carried out in our school for the special ability areas of gifted students who are successful in the BİLSEM exams held by the Ministry of National Education at primary school level and recognized by official institutions. Students are given the opportunity to present their talents and work.

When needed, the school can request parents to assign a staff member to the school / classroom to meet the special needs of the student. This practice is used to support the adaptation process of the student. An action plan is prepared in cooperation with the PCG, classroom teacher and / or branch teacher and parents to create a special study program for the student.

If a regulation is required regarding the physical environment in order to meet the special needs of the student, the condition is conferred with the school administration and relevant indiviudals about facilitative solutions.

All students are encouraged to be as independent as possible. Necessary arrangements are made for students to participate in social, artistic, cultural and sports activities in line with their individual profiles.

5.Admission of SEN students to Private Bilkent Schools

All students interviewed who apply to register in the preschool (Pre-K and Kindergarten) and grades 1-4. Interviews can be made online or face to face in accordance with the needs of the student or the system and the decision of the school administration.

The evaluation is carried out according to the criteria consisting of communication, behaviour and basic knowledge. The purpose of the evaluation is to get to know the student and to ensure the student’s adaptation to the school. Students applying to register for Grade 4 take an admission examination as outlined in the school’s admissions policy. The school principal or vice principal meets parents to discuss

the student's adaptation to the school and ensure the student can make the best use of the education provided. The results of the student interviews are evaluated according to the determined criteria, as for all other students.

For the admission of SEN students, we believe that the students with special needs can adapt to the education system and that the school can provide the necessary learning environment for them. The decision for admission to the school is made by the examination board. According to the Institutional Regulation approved by the Ministry of National Education on August 8, 2018, students are evaluated when they pass from Grade 4 to Grade 5 by Private Bilkent Secondary School. This assessment focuses on the knowledge and skills in the Grade 4 curriculum.

According to the Institutional Regulation approved by the Ministry of National Education, students are evaluated when they pass from Grade 8 to Grade 9 by Private Bilkent High School. This assessment focuses on the knowledge and skills in the Grade 8 curriculum.

The evaluation process is carried out in accordance with the current Ministry of National Education Legislation requirements.

When individuals with special needs are admitted to İDF Bilkent Schools, they continue their education in accordance with the principles set by the school within the framework of Individualized Education Program (IEP) that ensures to embrace the individual needs of the student.

6.References

- Guidance for Writing a Special Educational Needs Policy Post-Primary Development Group. CASS, Schools and Special Education Working in Partnership June 2011.

- Rules and Regulations governing Special Education Services of the Ministry of National Education.

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- The IB Guide to Inclusive education: A Resource for whole School Development.

- PYP, MYP; DP and IB Career-related Certificate Meeting Student Learning Diversity in the Classroom, May 2013.

- Special Educational Needs within the International Baccalaureate Programmes, August 2010.

- IB Continuum Learning Diversity and Inclusion in IB Programmes, January 2016.

Bilkent Primary, Middle and High School

CHILD PROTECTION POLICY

FOREWORD

The Özel Bilkent Primary, Middle and High Schools wish to thank the students, parents, academic and administrative staff, who have contributed to the renewal and development of our school policies by participating in the process of formulating and recording our beliefs and procedures in the following policy documents: Admissions Policy, Language Policy, Academic Honesty Policy, Assessment Policy, Inclusion Policy, and Child Protection Policy.

Our schools were established in 1994. Thanks to the support and feedback of our school community over the time since its foundation we have witnessed strong growth in the numbers of parents wishing to offer their children an internationally-minded education with us. The latest stage in our development was the authorisation for the Middle Years Programme in 2018, which, by connecting the Diploma and Primary Years Programme, has ensured the consistent application of our curriculum philosophy across the three schools.

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1. CHILD PROTECTION POLICY

1.1 What is Child Protection Policy?

This Child Protection Policy has been developed to provide a safe environment to the children studying at İDF Özel Bilkent Schools and, with an awareness of children's rights, to protect them from all forms of abuse and neglect and guard them against risks. IDF Özel Bilkent Schools regard and accept it as a legal, social and ethical responsibility to formulate a Child Protection Policy. The entire school community and its stakeholders know and affirm this policy. The policy is open to the access of all in the digital medium.

1.2 Aims

Özel Bilkent Schools aim to observe the growth and development of children in a healthy and safe environment and has structured its education philosophy and mission in line with this aim.

The school's education policy strives to enable students to reach their goals. To this end, İDF Özel Bilkent Schools provide a safe, inclusive and supportive environment to children. This environment fosters children's social and emotional development, encourages them to achieve their academic goals, and prepares them for life. This Child Protection Policy involves communication and interaction with children. In view of the children's development and well-being, it is also connected with the school's mission, philosophy and other policies.

1.3 Principles and Beliefs

Child Protection Policy is based on several fundamental principles. It is essential that the policy is implemented by all school personnel and stakeholders in consideration of the principles and beliefs listed below.

- To act in the best interest of the child
- To respect the child's fundamental rights
- To protect the privacy of the child's personal data
- To ensure that the child is not exposed to negative experiences that may affect his/her safety and development
- To take the child's cultural and individual differences and capabilities into consideration.

The school believes in the importance of preventive practices to provide a safe school climate in which children can express themselves easily. It adopts a professional mindset by which, considering the best interest and well-being of the student, it fulfills its ethical and moral responsibilities and meets its legal requirements in possible negative situations.

As stated in our Inclusion Policy, from our perspective, IB education upholds the principle of accepting and valuing all members of the community, be it global, national, local or family, with their differences by creating an ethos of respect and tolerance in societies. Diversity shows itself in many different areas like gender, age, race, ethnic origin, culture, physical and

cognitive ability, socio-economic status, religion, sexual orientation, post-traumatic period that makes social adaptation difficult, and language. Our policy acknowledges that it is necessary for members of the school community to constantly spend efforts towards eradicating all prejudices. Thus, those with differences can develop themselves and realize all of their potential as fully accepted members of their community.

2. CHILD PROTECTION SYSTEM

2.1 First Circle: School Protection Team

The first circle of the child protection system is composed of the "School Protection Team". Members of the school protection team are identified in a meeting held at the beginning of the academic year. The team is tasked with the development, implementation, review and updating of the policy. It is a team of experts who provide guidance in the process of planning the required preventive practices, protecting the best interest of the child and providing a safe environment. Everyone working in the school is expected to know the members of the school protection team. Whenever the school protection team states that the child's well-being is under threat, it is obliged to make the necessary notification and fulfill its legal requirements. Members of the child protection team inform the higher administration and university stakeholders as needed, meet with them, and ask for their cooperation, when necessary. The school protection team consists of the following members:

- School principal and/or a vice principal assigned by the principal
- Psychological counselor
- Voluntary teachers
- School nurse
- School security officers

2.2 Second Circle: Higher Administration and University Stakeholders

The School Protection Team informs our school's General Coordinator when necessary and seeks the support and cooperation of the University stakeholders (Rector, Health Unit, Security Office), expert consultants outside the school (psychiatrist, psychologist, doctor, social service specialist, etc.), and lawyers, parent-teacher association representative, and occupational safety experts.

2.3 Third Circle: Relevant Government Institutions

With a view to ensuring the children's well-being, official institutions which have signed a protocol with the Ministry of National Education (MoNE) and relevant ministries are notified in line with the laws and regulations.

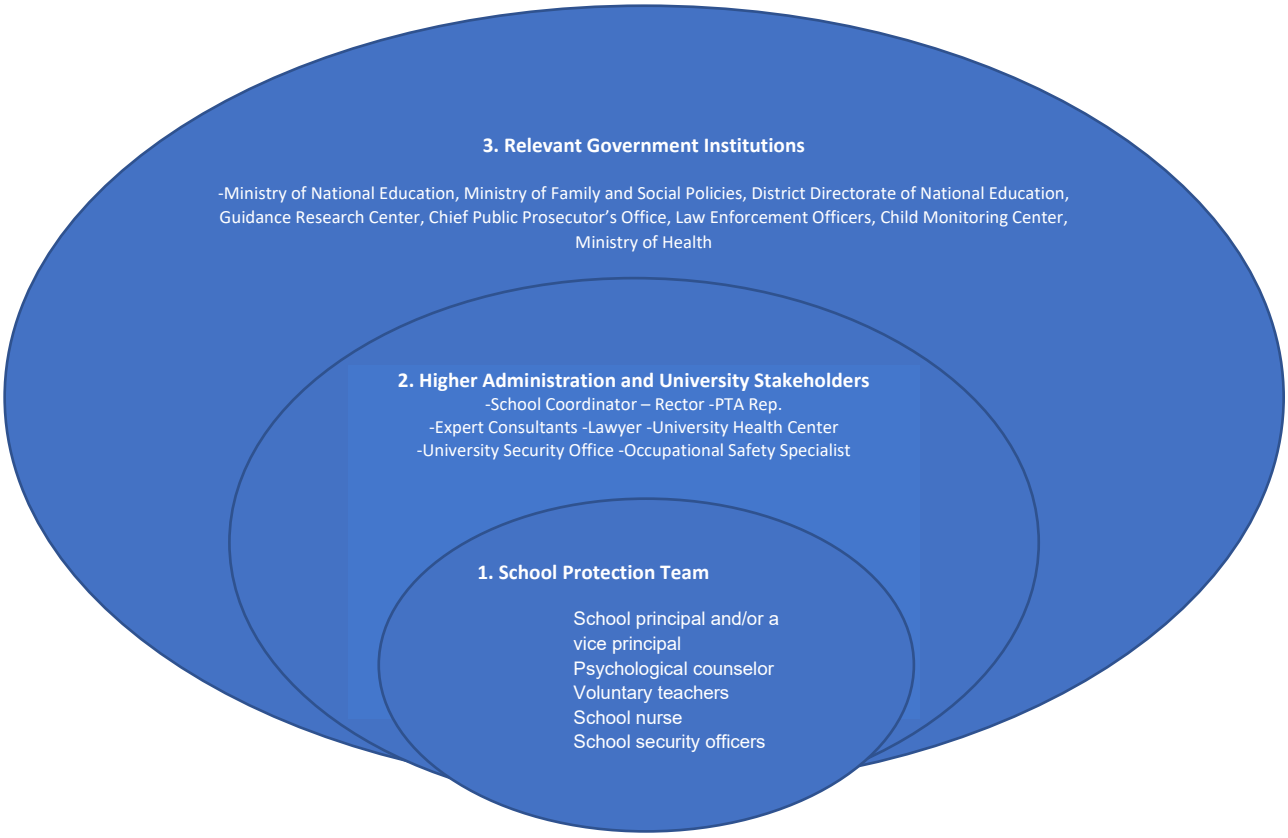


Figure 1: Child Protection System

3. OUR RESPONSIBILITIES

All personnel working and providing services in the school have observance responsibilities in providing a safe environment to students and acting in the best interest of children. Irrespective of their duties, the employees are required to report any suspicious or actualized case to the school administration, but not to make any decisions. This requirement also encompasses obligations resulting from the Constitution of the Turkish Republic, Turkish Civil Law, and Child Protection Law. There is no need for evidence in the notification of the situation requiring the protection of the child; the statement by the child is sufficient. The common major responsibility of all staff is to report all cases where there is any suspicion regarding the child's safety. The administrators in the school protection team and other individuals selected to work in the team have additional responsibilities. İDF Özel Bilkent Schools are obliged to put the system of protection of the child against abuse into effect. Additionally, all procedures regarding the child are carried out in complete confidentiality to prevent the labelling of the student. In cases of any confidentiality breach, the school administration is responsible for putting the Discipline Regulations into operation, making the necessary interventions and notifications, and taking necessary measures and corrective action.

4. PREVENTIVE PRACTICES

The priority of İDF Özel Bilkent Schools is to protect the child from any harm. It is essential to create safe environments where positive behavior is promoted, negative behavior is reduced and negative experiences are detected early, and to inform all students and personnel accordingly.

4.1 Protection of Personal Data

The school has a systematic structure in place for the collection and compilation of student data. During registration, parents are asked to complete certain forms, through which the family transfers the required information about the child's personal affective and social condition to the relevant unit. The information on the registration form is updated by the parents at the beginning of each academic year and presented to the school. It is used and preserved in the relevant administrative unit in compliance with data protection principles.

Teachers are obliged to notice any sudden changes in the individual students' attendance, conduct and academic status. They follow and record any such changes. They remain alert to the possible causes of the observed effects and observe the process with this awareness. If the obtained information seems to arouse suspicion concerning the child's health and safety, teachers convey the confidential information to the school administration. When necessary, this information is shared with the school protection team.

4.2 Physical Arrangements

The suitability of physical conditions is checked periodically by the occupational safety specialist and building housekeeper. Necessary arrangements are made. In addition to this routine monitoring, all employees in the school are expected to report any risk they detect in the physical environments to the housekeeper. There is an e-mail system in place for facilitating the reporting process of physical glitches.

Additionally, physical adjustments (personnel support, elevator use, wheelchair, etc.) necessitated by the students' ongoing and emerging physical needs (physical disability, injury, illness, etc.) are provided.

4.3 Training

Building organizational awareness and informing all employees, students and parents about the policy are among the preventive practices. In this context training is provided as explained below:

4.3.1 Personnel training: It is essential for all members of personnel to know their responsibilities, and the school's policies and practices. In order to ensure an understanding and increase the awareness of the importance of the topic, all staff members are given training so that they can protect the children, school community and themselves. Additionally, employees receive training on first aid and occupational safety, and the training is updated regularly.

4.3.2 Parent training: İDF Özel Bilkent Schools value school-parent cooperation and positive communication. Parents are the school's primary stakeholders in child protection. Accordingly, parents are offered training through the school bulletin, experts invited to school, seminars, and individual meetings.

4.3.3 Student training: The program of inquiry including thinking, research, communication, social and self-management skills within the framework of the school's philosophy forms the basis of training given to students from the age they join the school community until their graduation about protecting themselves and not harming others. Students learn and adopt the "Student Behavior Evaluation" process specified in the Ministry of National Education's Regulations Governing the Pre-school and Elementary Education Institutions and Regulations Governing the Secondary Education Institutions, as well as the "School Behavior Policy".

Student training is supported by the PCG Unit through in-class activities, individual interviews and/or group activities designed according to children's developmental properties and needs. The activities are conducted in cooperation with the classroom teachers or subject field teachers.

Students and parents are given training about types of bullying they may be exposed to in the school and/or Internet environment and the steps they can take to protect themselves. Furthermore, the protective and preventive school climate is substantiated into effective practices with the participation of all personnel.

4.4 Security

It is the school's main responsibility to guarantee the physical, emotional, social, medical, physical and spiritual safety of the school community. In this context, the school takes the necessary measures inside and outside the school.

4.4.1 Measures inside the school

- Entrances to and exits from the school premises are controlled and registered.
- Children cannot leave the school without a written permission and/or unaccompanied by an adult.
- During break times, teachers are assigned supervision duties to monitor the children and ensure their well-being. Supervision is a fundamental duty of teachers.
- In case of a medical need, school nurse is the first contact person; relevant vice principal is informed when necessary.
- A person coming from outside the school will not be left alone with any child. The communication of these people with children is subject to permission and supervision.
- The school, using security software, provides Internet access to students in a secure and appropriate way.

- When there is a situation requiring the evacuation of the building, “Five Steps to Follow in Emergency” procedure is followed. The procedure is displayed in many places around the building and the personnel is expected to know it.
- Fire and earthquake drills are practiced at least once every year.
- Health unit conducts routine monitoring.
- Stakeholder companies providing additional services (transportation, catering, book/uniform sales, etc.) are obliged to train their staff.
- If a student displays a behavior that puts another child’s safety at risk, it is essential that measures are taken to protect both children.

4.4.2 Measures outside the school

- Cameras installed inside and around the school are used by the Security Office of Bilkent University to monitor the premises.
- Special units provide security and regulate traffic around the school and the campus. Vehicle entrance to and exit from the campus are recorded by these units.
- When trips are organized, teacher(s) in charge of the trip prepare an information document. This document is sent to the parents together with a “trip permission slip”, which the parents must complete and return to the responsible teacher(s). When national trips are concerned, approval of the MoNE along with the parent consent is obtained. Teachers in charge of the trip follow the trip/outing procedure.
- Hiring processes are conducted in line with the requirements of the Ministry of Health and Social Security and Ministry of National Education, as well as the school’s hiring procedures. All relevant controls are exercised in the process.

5. APPROACH TO THE DETECTION OF CHILD NEGLECT AND ABUSE

Each individual is responsible for trusting and reporting the child’s statement. After reporting, the school principal manages the legal process, and necessary measures are taken. The following suggestions are provided to guide persons dealing with a child who says that s/he has experienced neglect and abuse.

5.1 Approach

- Listen to the child carefully.
- Write down what the child has said. Do not add any personal comments to your notes.
- Promise that you will not share any of the things s/he said with anyone. If there is any situation you must share, explain to the child whom you must talk to and why.
- Help the child understand his/her feelings.
- Do not express any emotion. Try to remain objective.
- Do not ask questions to understand the details of events (How did it happen? Why? etc.); instead, ask questions to understand the child’s feelings (How did you feel? What do you think?)

- Do not display a judgmental attitude by asking questions like “Are you sure?”, “Why didn’t you…?”
- Inform the administration promptly.
- Do not share any information with third persons.

5.2 Example sentences

- This is not your fault.
- Just keep talking. I am listening to you.
- It is very important that you share your feelings with me.
- It is a great idea to talk to someone.
- I will try to help you.

6. TERMS

Abuse: any kind of mistreatment of children or teenagers, including attitudes and acts that harm them physically and/or psychologically and hinder their physical, emotional, sexual or mental development, committed by parents, people taking care of or educating children, guardians or strangers.

Child Monitoring Center (ÇİM): centers planned to be established in all cities within the structure of hospitals and institutions under the Ministry of Health in order to conduct all operations such as obtaining statements, judicial examination and other investigation procedures regarding children who are suspected to have suffered sexual abuse in a single place.

Emotional abuse: a parent’s or caretaker’s negative effect on the mental health of a child through his/her treatment of or communication with the child and the prevention of the child from reaching his/her genetic capacity in terms of growth, development and mental health. This may occur over a process through multiple repetitions or may be a one-time incident.

Expert consultants: persons who have specialized education in areas such as child development, psychology, medicine, law, social services and the like, and academicians.

Government institutions: institutions established by the government to meet the society’s needs like education, health, security, shelter, nutrition, healthy environment, etc.

Guidance Research Center (RAM): centers affiliated with the Ministry of National Education and aiming to cater to the families free of charge in areas like guidance, psychological counseling and special education.

Legal obligation: obligations of a person or institution under the law.

Neglect: neglect of the child’s caretakers in meeting the basic needs of the child like nutrition, clothing, shelter, education, health, dental health, love etc. Blockage of the child’s bodily and mental health or his/her physical, emotional, social or moral development.

Peer bullying: a student's being repeatedly and constantly exposed to disturbing, distressing, injurious behavior from another student or a group of students.

Personnel: all employees working at İDF Özel Bilkent Schools, including teachers, administrators, administrative staff and support staff.

Physical abuse: deliberate use of physical force against the child in a way that harms or may potentially harm his/her health, life, development or dignity.

Sexual abuse: involvement of the child in a sexual activity that s/he does not understand, cannot give consent to, and is not developmentally ready for in a way that is against the laws of the society and social norms.

Support service/additional service: services outsourced by İDF Özel Bilkent Schools through certain agreements (like catering, book sales, uniform sales, etc.)

University stakeholders: all units within the structure of Bilkent University, including the İDF Özel Bilkent Schools.

7. REFERENCES

- http://www.meb.gov.tr/mevzuat/liste.php?ara=12
- Child Protection Law no. 9501

https://www.mevzuat.gov.tr/MevzuatMetin/1.5.5395.pdf

- IB General Regulations
- *PYP: From Principles into Practice*
- *MYP: From Principles into Practice*
- *IB Program and Standards*
- British Council Child Protection Policy

https://www.britishcouncil.org.tr/sites/default/files/turkish_version_child_protection_policy.pdf

- Law on the Protection of Personal Data

https://www.mevzuat.gov.tr/MevzuatMetin/1.5.6698.pdf

- Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (took effect after being published in the Official Gazette on September 10, 2011 upon approval of the Council of Ministers)
- http://web.ebaro.web.tr/uploads/61/2015/cim%20tr.pdf

8. APPENDICES

- Registration file
- Trip permission slip
- MoNE Regulations Governing the Pre-School and Elementary Education Institutions

- MoNE Regulations Governing the Secondary Education Institutions
- “Five steps to follow in emergency” document
- Photography permission approval

Bilkent Primary, Middle and High School

ACADEMIC HONESTY POLICY

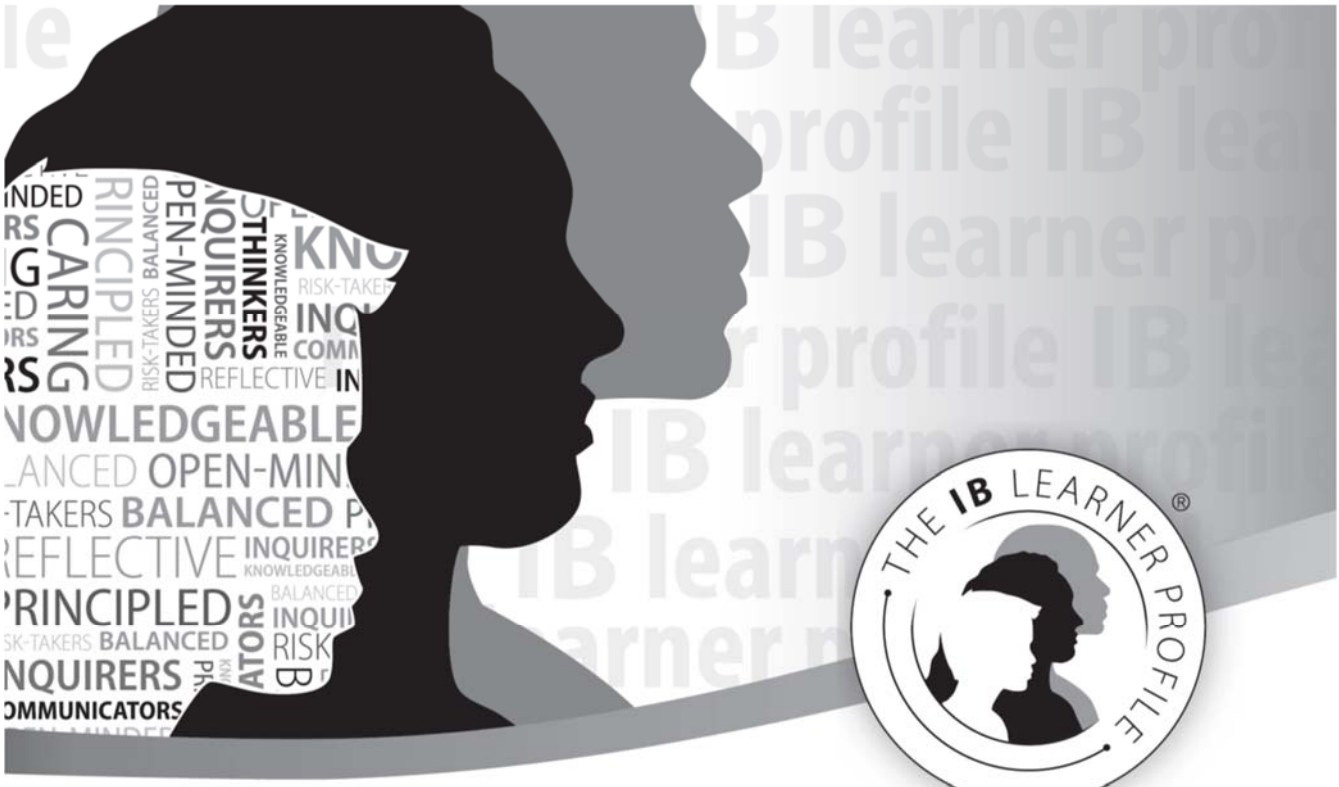
FOREWORD

The Özel Bilkent Primary, Middle and High Schools wish to thank the students, parents, academic and administrative staff, who have contributed to the renewal and development of our school policies by participating in the process of formulating and recording our beliefs and procedures in the following policy documents: Admissions Policy; Language Policy; Academic Honesty Policy; Policy of Conduct; Assessment Policy; Inclusion and Special Educational Needs (SEN) Policy.

Our schools were founded 25 years ago and, thanks to the support and feedback of our school community, over that time we have witnessed strong growth in the numbers of parents wishing to offer their children an internationally-minded education with us. The latest stage in our development was the authorisation for the Middle Years Programme in 2018, which, by connecting the Diploma and Primary Years Programme, has ensured the consistent application of our curriculum philosophy across the three schools.

We welcome comments and constructive feedback on all our policies in order to contribute to further development and improvement in the delivery of our curriculum.

As a school community we are committed to working together to ensure that these policies are applied effectively, kept up to date, and adhered to within a positive mindset to the benefit of the whole school community.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

International Baccalaureate Learner Profile, © International Baccalaureate, Published July 2007

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1. INTRODUCTION

The era of information technology has removed many barriers to communication and provided the means to bring citizens of the world closer to each other. Along with the capacity for enhanced communication has come the need to combat the misuse of information in all its forms.

Ensuring "academic honesty" has taken on renewed importance. The increased access to information has made it even more crucial to teach students the ethical issues to take into consideration while doing research for assignments and projects.

We have created this policy guide to "Academic Honesty" for all members of the school, both International Baccalaureate and National Curriculum students, teachers and parents to recognise, respect and praise the ethically completed and legitimately published work of others, and to ensure that their own contribution to knowledge respects the same ethical boundaries.

With the guidance of this policy document we hope that students and individuals involved in academic studies in daily life will apply ethical practices appropriately and integrate honesty into every aspect of their life. The aim is for students to provide verifiable information that has been written independently by the student, that recognises sources from the work published by others, that quotes others' work faithfully, and that acknowledges that creating credible knowledge is based fundamentally on recognising the collaborative effort and individual agency of those in a learning community.

2. AIMS OF THE ACADEMIC HONESTY POLICY GUIDE

The Academic Honesty Policy Guide has been created to inform all members of the school community, teachers, and students, i.e. those involved in IB and Ministry of Education programmes, of the rules and their responsibilities when sharing written or oral work, and to standardise the application of procedures to ensure compliance with our academic honesty policies. This policy guide defines and explains those behaviours that are inconsistent with academic honesty, as well as the procedures and techniques to be used when unacceptable behaviour or abuse is detected.

In so doing, the policy recognises the role of the Özel Bilkent Schools in promoting understanding amongst their members and providing guidance and help in developing resources and learning which support the development of academic honesty and, ultimately, do away with the need for sanctions because the learning community has internalised the importance of respect for intellectual property and the means by which we protect it.

The overall goal of the policy is to encourage all members of the school community, including parents and other stakeholders, to continue to act with honesty and integrity, a commendable sense of justice and respect to personal rights, particularly in times when the maintenance of such principles is subject to outside pressures.

3. APPLYING THE LEARNER PROFILE FOR MAINTAINING A CULTURE OF ACADEMIC HONESTY

- Students know that cheating during examinations and tests is stealing the work of others. Being **caring** prevents cheating and the opportunity for others to cheat.
- Students are aware that being **principled** entails maintaining discipline during examinations and tests as well as following invigilator's instructions.
- Students do their duty and complete their tasks themselves without the assistance of others. If necessary, they will **take risks** to complete their tasks successfully.
- While working in groups, students will work efficiently to complete their tasks. They will be **caring** and **balanced** while interacting with other group members, communicate their ideas with **open-mindedness** and **respect** the perspective of others.
- While doing research, students will be impartial and objective, as well as **reflective**. Students will also remember the importance of asking questions and **inquiring** into the subject.
- While doing homework, research or working on a project, the students will make reasonable and conscious decisions using critical and creative **thinking** skills.
- Students **respect** the work of others and avoid copying the ideas and products of others to show them as their own in homework or projects.
- Students exercise being **principled** by using MLA (Modern Language Association) to make a reference list of various printed and electronic resources they have used in their work.
- Students fulfil their responsibilities while doing their own work and act in a **caring** manner while citing various sources.
- Students **respect** copyright law and avoid using pirate copies.
- Students are knowledgeable while using various technology and avoid intellectual theft and/ or copying information.
- While using local networks and internet both at home and school, students exercise the attributes of **caring** and **principled**, especially while using social media. They avoid unethical behaviour of posting derogative information regarding persons or institutions, viewing or sharing visual content that may have inappropriate, disturbing or derogative content.

4. RIGHTS OF STUDENTS IN MATTERS OF ACADEMIC HONESTY

All students, when considering matters or practices concerning "Academic Honesty" have the right to be:

- treated with decency as individuals;
- respected;
- heard;
- treated equally, fairly, and impartially;
- provided with an opportunity to explain their perspective;
- judged based on clear evidence;
- given a clear decision;
- treated according to the rules and regulations laid down in this document.

5. STAKEHOLDER ROLES IN MAINTAINING ACADEMIC HONESTY

Teachers:

- Teachers internalise and support the Academic Honesty Policy. Teachers receive training in this area.
- Teachers inform students about the Academic Honesty Policy and promote its use among students.
- Teachers have an impartial attitude towards the work of various students maintaining the principle of fairness for all.
- Teachers arrange the exam environment with regard to the Academic Honesty and Exam Policies of the school. (Appendix 1 – Exam Policy)
- Teachers use Modern Language Association (MLA) to reference the sources they share with the students.
- Should a teacher suspect a violation of the Academic Honesty Policy by a student, the teacher will provide concrete evidence of the violation and take action using required procedures.
- Teachers avoid and prevent the use of pirate copies.

Parents:

- Parents internalise and support the Academic Honesty Policy. They are informed on this topic in the parent orientation meetings.
- Parents encourage their children to behave in accordance with the policy guidelines.
- Parents are informed of the procedures should a violation of the Policy occur and cooperate with the school throughout the process of following the procedures.
- Parents consider ongoing effort and student development while evaluating the achievement of their children and are aware of the fact that a grade is not the only criterion of success.
- Parents are aware of the fact that students are responsible for the completion of tasks assigned by the school and thus avoid doing the work for their children.
- Parents avoid and prevent the use of pirate copies.

School Administration and Academic Honesty Policy Committee

- Ensure that the Academic Honesty Policy, prepared within the framework of IB expectations, is accessible to all the members of the school community.
- Encourage the internalisation of the Academic Honesty Policy by organizing internal training for all the members of the school community.
- Inform the students of the procedures in case of policy violation by having students sign the Academic Honesty Agreement Statement, a document that is prepared parallel to the Academic Honesty Policy.
- Follow the procedures in case of policy violation and decide on an appropriate penalty.
- Avoid and prevent the use of pirate copies.

6. SCHOOL PRACTICES FOSTERING LITERACY SKILLS AND AWARENESS OF ACADEMIC HONESTY

The school understands that, although the clear specification of what constitutes academic dishonesty along with associated sanctions is important, it is beholding on the school to take positive measures to promote and encourage academic honesty from early on. Students should be tutored in the right strategies by all those responsible for teaching to employ when dealing with the demands of academic work, or when faced with the stresses of formal assessment.

6.1 Preparing Students for Academic Assignments and Projects – Teacher Responsibilities

Teachers are expected to integrate into their instruction guidelines and pedagogical support for the development of students an understanding of appropriate academic honesty behaviour. This might include times when students are preparing for an assignment / project:

- Learning to use proper written academic language conventions - citations, quotations, paraphrasing, tables, footnotes, reference page / bibliography, and appendices - in an age-appropriate way;
- Awareness of international referencing standards: MLA, APA, Chicago, Harvard, and others;
- Understanding the importance of resource diversity, multi-point of view, specificity, objectivity in accessing information;
- How to benefit from various electronic, visual and audio resources such as databases, electronic books, electronic journals, CD-ROMs, DVDs, MP3, and MP4 files;
- Enabling students to question and evaluate the reliability of information accessed on the Internet;
- Training the primary, middle and high school students in the use of databases available through Bilkent University such as EBSCOHOST, PROQUEST, Science Direct, Sage and others that are subscribed to;
- Being informed about the "MLA Study Guide" for Özel Bilkent Schools high school and about "The MLA Referencing Table" for primary and middle schools to use as a source of reference, while writing assignments and/or preparing projects by international standards.

Collaboration between subject teachers and librarians is of great importance in supporting students' information literacy skills to ensure skills are relevant, meaningful and permanent. Teachers emphasise the need for students to use their information literacy skills and the "MLA Study Guide" in the high school and "MLA Referencing Table" in the primary and middle schools for the following:

- For all course assignments provided on Moodle and K12 system for student and / or parent access;
- During library lessons, in the research on unit resources, while preparing work for submission such as magazine, newspaper, video, short film, etc., and when completing an assignment and / or project-based activity;
- Using evaluation criteria provided by subject teachers when an assignment / project is given along with relevant marking rubrics (if necessary).

6.2 The Library and Librarians

The school believes that the library is an important resource which can help students to meet the standards required in maintaining academically honest practice and help is available to support

students in this regard. Library courses in Bilkent Schools are designed to enable the students (in the primary school) to build skills and a culture of reading, to help them gain knowledge through literacy skills and to support awareness of academic honesty. Library courses aim to:

- Raise awareness of plagiarism and copyright law;
- Provide access to all information resources through an account and library card;
- Inform students about services and resources available on the online library system;
- Create awareness of the availability of, and withdraw system for, library resources;
- Explain access for borrowing resources, and the reserve collection.

6.3 Rewarding the Skills which Underpin Academic Honesty

Rewarding good practice recognises the positive impact of motivation on student behaviour. Exemplary students who model appropriate behaviour, and are recognised and seen as successful, give positive encouragement to other students to act similarly. The rewarded behaviour can be academic, behavioural, or from achievements in the arts or sports. Student(s) chosen by the Honour Award Committee meeting, who meet the committee's criteria and requirements are awarded, as stated below. The number of students selected for an award, and the type of reward depends on the decision of the committee. Individual rewards given by the teacher are not strictly part of the Honour Award Committee process, but also contribute to motivating students through positive behaviour. A student can be rewarded more than once.

6.4 Types of Recognition Award

- Rewarding outstanding academic performance by providing a certificate of achievement;
- Giving an honour certificate and announcing name of student on the general notice board;
- Attending an out-of-school activity such as a film during club hours accompanied by a teacher;
- Providing a parent letter to congratulate the outstanding student;
- Announcing names of outstanding students during ceremonies and / or celebration activities;
- Allowing students to attend out-of-school sports games as a spectator;
- Giving a special invitation to a field trip;
- Achievement letter signed by all level teachers recognising the student's achievement;
- Allowing the student to have lunch outside of school accompanied by a teacher.

7. PROCEDURES TO BE FOLLOWED IN CASES OF CONTRAVENTION OF THE POLICY

The utmost importance is attached to students acting in accordance with the provisions of the Özel Bilkent Schools' "Reward and Discipline" Regulations issued by the Ministry of Education. Students need to adopt and apply these requirements, as well as to comply with the IB's external exam and internal assessment regulations.

Students are required to act appropriately during exams and oral presentations, writing assignments, or completing individual or group projects. Any cheating involving plagiarism, fraud, illegally using the intellectual property of others or encouraging others to do so, is expressly forbidden by the code of conduct for academic honesty. Rigorous ethical standards of behaviour with respect to academic honesty are a must for both the Turkish Ministry of Education and the

International Baccalaureate. Both teachers and students must be aware of copyright rules and regulations and act within the scope of intellectual property laws. The following rules, procedures and sanctions are applied in our schools for ensuring compliance with the Academic Honesty Policy. In all cases where Academic Honesty has been breached, parents are informed expeditiously of the incident having taken place and, eventually associated decisions taken.

7.1 Academic Honesty in Examinations

All students should:

- respect the classroom environment to ensure exam security;
- adhere to the requirements announced by the invigilators/proctors;
- not collude on questions in individual examinations and assessment;
- not copy and transfer others' answers to their own exam paper;
- not use materials that are announced as prohibited during an exam;
- not communicate with others in any way which undermines the fairness of an exam.

7.2 Academic Honesty in Research and Assignments

All students should:

- act ethically in all the application and writing up of research, projects, or studies;
- correctly cite sources borrowed from the intellectual property of others;
- include correct academic referencing conventions for any sources or quotations used;
- use written and visual material appropriately in line with the laws on intellectual property; not have assigned work completed by another person and submitted as their own.

7.3 Definitions, Procedures, and Sanctions for the Maintenance of Academic Honesty

A. Cheating

Cheating is defined as, "The illegal use of the ideas, materials, or intellectual property of others, with or without their permission, and presenting it as one's own" (IB 2009).

Cheating During Internally Assessed School Exams:

If a student is caught cheating during an internal exam, the exam paper is taken away from the student and an explanation is written on the front page by the invigilator as stated in exam instructions. The material used in the cheating offense is attached to the exam paper. The invigilator of the exam then writes an incident report and submits it, along with the exam paper and material which was used for cheating, to the administration. These documents are then forwarded to the discipline committee for review. If corroborated, then the student receives a formal written warning, and a grade of "0" for the exam is applied by the discipline committee.

Cheating During Externally Assessed IB Exams:

If a student is caught cheating during an IB external exam, the same procedures are followed as with the internal exam. The discipline committee issues a formal written warning. As the exam is marked externally, the relevant IB Coordinator is informed, who then informs the IB Centre of the facts surrounding the incident and recommends cancellation of the student's exam. The student is informed of the exam cancelled upon approval of IB. In the case where the exam is part of a student's IB Diploma Final Assessment the study automatically fails the Diploma and is barred from any future IB Diploma examinations.

B. Plagiarism

Plagiarism is defined as, "A member of the school community using all or part of another person's work and submitting this work as their own, knowingly and with intention to deceive" (IB 2009). This includes getting another person do the work in their stead, with or without payment, and submitting it as genuine work or providing work copied wholesale from an external source without acknowledgement and presenting it as their own.

If there is suspicion of plagiarism detected by a teacher or other member of the school, the student is confronted with evidence by the teacher and in the first instance the teacher addresses the issue through positive counselling. The teacher may subtract grades for the work or give a "0" grade if evidence is clear that plagiarism has taken place depending on the seriousness of the plagiarism. The teacher informs the Head of Department whose job is then to write a file note advising the Student Affairs Officer and Administration of the issue and action taken.

In the case of work to be submitted to IB as part of overall IB assessment, this includes teacher marked and IB moderated work as well as work which is graded directly by the IB, if plagiarism is suspected before the work has been formally submitted the teacher is authorised to deal with the issue in consultation with the IB Coordinator. The student may be asked to defend their work in the presence of the teacher and IB Coordinator and, if evidence of plagiarism is well founded, then the teacher and IB Coordinator may decide to:

a. Allow the student to re-submit a new piece of work which is their own under supervision; however, they may receive a reduced grade for the initial plagiarism;

b. Withdraw the student from the IB May Examinations if it is clear that this is a recurrence of plagiarism which had previously been sanctioned. The student, therefore, will not be able to receive either the full IB Diploma or Certification.

If a piece of work has been submitted for formal assessment to the IB and plagiarism is detected after submission, then the school informs the IB and IB procedures are followed accordingly. If prior to submission of assessed work, then the school may decide to withdraw the candidate from the IB May Examinations.

If the IB detects and confirms evidence of plagiarism, then the IB Coordinator is contacted and asked to provide a signed "Academic Honesty" form, confirming that the student acknowledged their work was 100% completed by them and conformed to the rules of academic honesty. The IB reserves the right to withdraw the student from the programme or annul the subject in which plagiarism took place. Furthermore, the IB may request for the work of all IB students to be uploaded to the IB Information System with a view to checking for other cases of plagiarism. In addition, the IB reserves the right to visit the school unannounced to check that academic honesty procedures, student work, and exam procedures are being carried out in accordance with IB regulations.

C. Failing to Use Referencing Conventions

Quoting without referencing is defined as, "Borrowing ideas, information, or words from a source and not referencing their origin, or presenting them as their own work, or not referencing the source correctly in references / bibliography page" (IB 2009).

Necessary information related to the content and the format of quoting, such as referencing, is stated in the Özel Bilkent School "MLA Study Guide" in detail and provided by the librarian and

teachers as part of their regular support to the curriculum. Procedures for incorrect use of referencing conventions will follow the rules for plagiarism in section B above.

D. Abuse of Responsibility in Collaborative Assignments

Abuse of responsibility is defined as, "Using a part or the whole of another student's, or a group of students' work, without having taken an equal part in the production of the assignment and submitting it as though they were full contributors to the work and endangering the quality of the assessed outcome" (IB, 2009). It might also pertain to the reliance on one student's ability to gain higher credit for work which they have not fully contributed to.

Where abuse is suspected, or a member of the group submits a formal complaint against another, the relevant students are invited to meet with the teacher and Administrator, which may include the Vice Principal or IB coordinator. A decision is taken based on evidence submitted and students may be asked to complete new work under supervision of the teacher. The abused student may be offered alternative arrangements and the abuser given a "0" grade. However, if both are complicit then both may receive a "0" grade based on the deliberations of the committee set up for the purpose.

Student makes oral and written deposition after the IB Coordinator and the school administration is informed about the incident. In case it is certain that the work is not genuine and is proved by evidence, a letter is written stating reasons for the decision made and the student work is cancelled or "0" grade awarded.

E. Disruptive Behaviour During an Exam

Disruptive behaviour during an exam is defined as: not respecting the secure nature of an exam or disrupting the correct implementation of an exam. Academic honesty requires students to respect the right of others to show their full potential during formal assessment.

During Internal and / or External Exams:

The student is given an oral warning about disruptive behaviour. If disruptive behaviour continues, the student is taken out of the exam room. The invigilator informs the school administration about the incident and the student continues the exam in another room under assigned supervision. The teacher writes a report and submits it to the administration who review the incident and decide the next steps accordingly. If considered a serious breach of school rules, the Discipline Committee takes up the case and applies the necessary sanctions.

F. Taking an Exam in Place of Another

Taking an exam in place of another is defined as, "Having another person who is not the examinee take an exam in the examinee's stead with a view to cheating" (IB 2009). The chance of such a case occurring is very slim due to the small population of our school, yet if such an incident occurs then the same procedures apply as for cheating. A legal investigation procedure is initiated by the discipline committee and appropriate sanctions applied. The student's exam is cancelled and a "0" grade is awarded. In the case of an external IB exam, the IB Coordinator informs the IB about the incident and the necessary procedures are followed, which may result in the student(s) not receiving an IB Diploma.

G. Using Prohibited Materials During an Exam

Using prohibited materials during an exam is defined as: coming into the exam room with materials or devices which are expressly forbidden, e.g. mobile phones, calculator, crib sheets, etc. Using

illegal or prohibited materials / devices during an exam, for example a calculator, mobile phone etc. is considered equivalent to cheating during an exam. If this is the case, the same procedures apply as for 'Cheating' above.

8. BIBLIOGRAPHY

- International Baccalaureate Learner Profile, © International Baccalaureate, Published July 2007
- International Baccalaureate Academic Honesty Guide, © International Baccalaureate, Published July 2009
- T.C. Ministry of Education, Rewarding and Punishment Regulations, MoNE, Turkey, 2007

Bilkent Primary, Middle and High Schools

ADMISSIONS POLICY

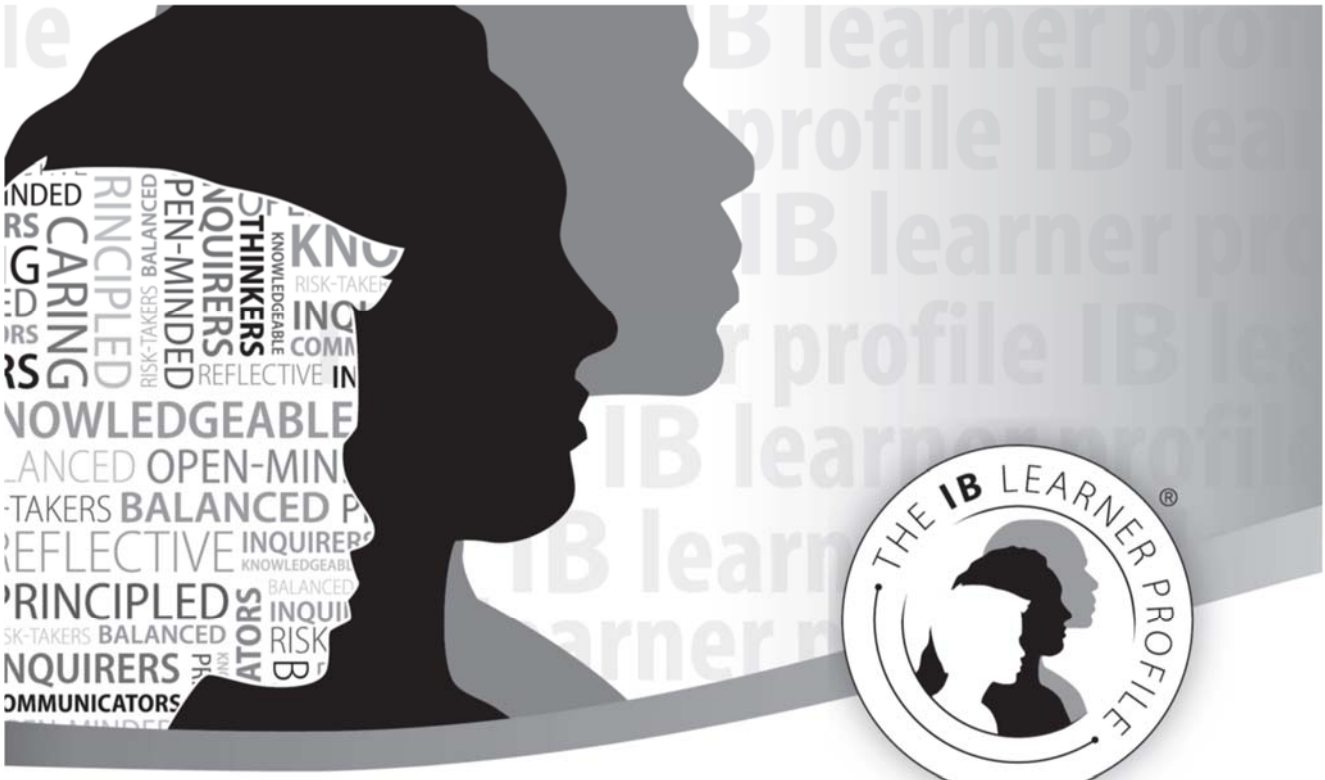
FOREWORD

The Özel Bilkent Primary, Middle and High Schools wish to thank the students, parents, academic and administrative staff, who have contributed to the renewal and development of our school policies by participating in the process of formulating and recording our beliefs and procedures in the following policy documents: Admissions Policy, Language Policy, Academic Honesty Policy, Child Protection Policy, Assessment Policy, Inclusion and Special Educational Needs (SEN) Policy.

Our schools were founded 27 years ago and, thanks to the support and feedback of our school community, over that time we have witnessed strong growth in the numbers of parents wishing to offer their children an internationally minded education with us. The latest stage in our development was the authorisation for the Middle Years Programme in 2018, which, by connecting the Diploma and Primary Years Programme, has ensured the consistent application of our curriculum philosophy across the three schools.

We welcome comments and constructive feedback on all our policies in order to contribute to further development and improvement in the delivery of our curriculum.

As a school community we are committed to working together to ensure that these policies are applied effectively, kept up to date, and adhered to within a positive mindset to the benefit of the whole school community.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS
We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE
We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS
We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS
We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED
We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED
We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING
We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS
We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE
We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

International Baccalaureate Learner Profile, © International Baccalaureate, Published July 2007

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1. Revised Admissions Policy: 2018 Onwards

This policy covers the revisions required for the three Özel Bilkent Schools in light of authorisation as an International Baccalaureate Continuum World School during the 2017 - 18 academic year.

2. Background

The Özel Bilkent Schools; Primary, Middle and High, are an International Baccalaureate (IB) Continuum World School and provide education based on the principles of an IB education from ages 3.5 to 18.

The Primary School offers the IB Primary Years Programme (PYP), authorised in 2012, which is a transdisciplinary programme from Reception and Kindergarten (ages 3.5 to 6), and includes Grades 1 to 4 (ages 6 to 10); a total of 6 years. The first cohort to complete the PYP exhibition was in 2016.

The Middle School offers the IB Middle Years Programme (MYP), authorised in 2018, which offers a framework of subject-specific and interdisciplinary understanding from grades 5 to 10 (ages 11 to 15), crossing from the Middle School, Grades 5 to 8, to the High School's first two years, Grades 9 and 10; a total of 6 years. The first MYP cohort graduated from Grade 8 at the end of the 2018-19 academic year. This means the first cohort received an MYP completion certificate in June 2021.

All students who receive an education from the Özel Bilkent Schools are provided with an IB education while adhering to the Turkish Ministry of National Education (MoNE) requirements.

The final two years of High School, Grades 11 and 12 (ages 16 to 18), give students the opportunity to choose between the IB Diploma Programme (DP), authorised in 2008, or the Turkish MoNE programme. Both tracks allow students to study for the university entrance exam, however those studying the IB DP have the chance to attain both a high school diploma and IB diploma. Please note it is not a requirement to take the university entrance exam in order to graduate from Özel Bilkent High School.

3. Admissions Statement

The schools provide parents with the possibility of having their children follow a high quality IB Continuum education from an early age without the need for the students to change schools over the course of the primary and secondary educational lives. This coherence ensures that students graduate with well-formed global perspectives, with an inquiring mind-set, with the necessary academic and critical skills to be successful in their chosen university programmes, and with an awareness of the needs of their society and with the ability to organise for the fulfilment of those needs.

The schools support the provision of a rigorous educational experience for students and actively seek parents and students who wish to experience an education which will develop their talents, academic skills, and social awareness, and ready them for global citizenship.

The schools pursue an open admissions policy and welcome students from all nationalities but recognise that the current school catchment population is mainly comprised of Turkish nationals, with a small number of families from other nationalities, with bi-lingual backgrounds. This recognition shapes the delivery of the curriculum in meeting the future needs of students. The schools make it clear to prospective families and pupils of how the curriculum is implemented so that families can make the right choices according to their educational preferences.

The schools provide support for those for whom Turkish is an additional language but seeks to convey clearly to parents the challenges that accompany acceptance of those with reduced competence in Turkish relative to the class level in which they integrate into the school. English is the second language of the schools and students start learning English in a bilingual environment in the Reception and Kindergarten. This means that, as students progress through the school, they have the chance to develop their English language skills quickly.

The schools are therefore also committed to ensuring that new admissions are able to integrate at the required level into the relevant English phases offered to the year group suited to their age.

4. Admissions Process

Each of the three schools welcomes admissions from all parents who wish to enrol their children. Each school specifies its admissions process clearly in the academic calendar which is available online (cf. Appendices). The ages for assignment to levels follows those set out by the Turkish Ministry of Education (İlköğretim Kurumları Yönetmeliği: http://meb.gov.tr).

The schools communicate clear admission requirements to prospective families through the website of each school, with clear dates specified for the process of admissions (cf. Appendices). Each school accepts students through a set of criteria relevant to the school in question, which recognises the need to account for factors mentioned above, as well as the ability of students to integrate successfully into the requirements of the IB programmes.

Currently demand outstrips capacity of the schools to accept all students, therefore a selection process is operated by each of the three schools as follows:

4.1 Primary School

Advertising of Availability of Places

- Availability of places in the primary school is advertised online in the web page prior to the date on which applications are accepted. Opening and closing dates for initial application are clearly provided on the website.

Visit to the School

- Information meetings are prepared by the school to which all interested parents are invited. The meetings are level specific and are led by the Principals, Vice-Principals, Counsellors, PYP Coordinator and teachers. These meetings provide background information, allow parents to meet teachers and get familiar with the school's approach to education, and provide parents with a tour of the school, with the appropriate level teachers, and the opportunity to ask questions and receive further detailed information.

Initial Registration

- Parents who are interested in registering their students are asked to complete online procedures and relevant documents giving information, including age, desired entry level, previous education if relevant, family details, and other background information related to the child (special educational needs, etc.). A small fee is charged for the processing of applications. Dates for registration for 2021-22 academic year are available in Appendix 3.

Processing of Applications for Pre-School (Reception and Kindergarten) and Grade 1

- Once registration closes, those families who have applied are called to the school with their child at times specified by the administration for an entry process. This usually takes place on a weekend after registration is closed.
- The entry process requires applicants to bring their children to the school for a personal interview with the school counsellors. Children are also placed into a group of similarly aged children and observed by classroom teachers.
- The counsellors and classroom teachers then draw up a list of eligible students based on selection criteria, and the families of those admitted are informed of their right to enrol their children in the school. The list also includes families whose children are on standby, should one from the former list withdraw.
- Parents are given a specified time to register after which their right to enrolment is no longer valid.
- Registration requires the payment of the educational fee by the date provided, upon which registration is secured.

- In the case of none-payment by the date required, the school progresses to the stand-by list and offers the opportunity to register based on the order designed at the interviews.

Under the pandemic conditions

- Parent information meetings are conducted online. Parents are taken on a digital school tour. The questions asked by the parents in writing during the meeting are answered by the school administration and posted on the website.
- Online arrangements are made for student admissions under the pandemic conditions. Students are interviewed and observed by teachers individually under the supervision of their parents through the Zoom links sent in advance. The interview recordings are viewed and evaluated by two other people in the preschool and one other person in the primary school apart from the teachers.
- A mean score of the assessments of all observers is calculated and students are granted the right to register based on the admission quota in each level.

Processing of Applications for Grades 2 to 4

- The registration process mirrors that for the pre-school and Grade 1, but the selection process incorporates an assessment of knowledge, skills and attitudes based on curriculum expectations, as well as an interview with the counsellors, and selection is made accordingly. Those who meet the set criteria are invited to register. Again, a stand-by list is developed depending on availability of places and operated if the registration requirements are not completed as required by those eligible.

Entrance to Grade 5

- For students wishing to progress from the Primary School into the Middle School, teacher perceptions of a student's performance are important. The primary school supports students in Grade 4 who may need help, with a view to strengthening their knowledge and skills in specific areas.
- Entrance to the Middle School is based on participation in an end of PYP programme exhibition, and evidence of adoption of attributes of the IB learner profile as reflected in students' work. See below for further details.

4.2 Middle School

The middle school is authorised for the Middle Years Programme (MYP) and all students accepted follow the IB MYP framework.

Internal Students for Entrance to Grade 5 from Grade 4

- Grade 5 entrance is based on the middle school's assessment, in conjunction with PYP programme coordinators, of satisfactory performance on a range of criteria reflecting expectations in achieving the attributes of the IB Learner Profile.
- Important milestones in assessing the suitability of students for continuing in the programme will include:
    - completion of the Grade 4 exhibition;
    - completion of all formative and summative assignments from the inquiry units to a satisfactory level, incorporating clear evidence of the ability to reflect on learning and self-evaluate;
    - clear evidence of the ability to use an appropriate range of IB approaches to learning (ATL's);
    - clear evidence, gleaned from PYP teachers, of maturation in the acquisition attributes of the learner profile;
    - a level of English which meets the school's required profile for the level.
- Bridge meetings between MYP and PYP staff will assess students' overall suitability or access to the MYP Grade 5 programme.

- Where students evidence any lacks in the expected IB learner attributes, knowledge and skills, a consultation with parents will take place to work collaboratively on meeting a students' needs to ensure successful continuation in the Grade 5 MYP programme.

External Students for Grade 5 Entrance

- External students sit an entrance exam and are ranked according to their performance in this exam. The exams are designed to reflect both the knowledge and learner attributes internal students are expected to evidence on their passage from Grade 4 to Grade 5.
- A list of eligible candidates is drawn up and families are invited to register their child(ren) within the required timescales advertised, and according to the availability of places.
- External students who are accepted to the Middle School are assigned to English phases (levels) according to their performance in the entrance exam in the English language assessment section.

External Student Entrance to Grades 6 to 8

- Registration to Grades 6, 7 or 8 follows the same system for external students to Grade 5. Students are invited to sit a test covering their knowledge in Turkish, English and Mathematics.
- Students who are successful in the entrance exam are invited to register to the school, depending on the availability of places, within the timescales as advertised on the school's website.
- Guidance as to requirements for the entrance tests is provided online well in advance of announcement of available places in the appropriate Grade.

4.3 High School

The High School follows the IB MYP programme (years 4 and 5) in Grades 9 and 10. The school provides a choice of programmes for Grades 11 and 12 – parents and students may opt to either follow the IB DP (which incorporates the MoNE programme) or focus solely on the MoNE curriculum. Entry to the IB DP is based on criteria, outlined below. The registration process, with important deadlines, is posted on the school's website and the necessary application is made online.

Entry into Grades 9 to 12

- Entry to the High School is competitive for all students, those from the Özel Bilkent Middle School and those applying from other schools.
- Acceptance to the high school is based on acceptable performance on an entrance exam, viz. a test of English, Math, and Turkish. The tests are administered on a single day in March and families are notified of the outcome within two weeks.
- Those eligible are invited to register within a required period, along with payment of the necessary fee instalment, as advertised online. Registration is secured once this has been done.
- If places exist, then a second entrance exam will be run in the period prior to the new academic year. Acceptance will mirror the rules for the first exam and registration will depend on satisfactory performance in the entrance exam and payment of fees by the date specified.
- The school may decide to accept students through the national high school entrance exam which may be administered by the Turkish Ministry of Education (MEB), if places are available and the students meet the minimum criteria specified by the High School.

Entry to the IB Diploma Programme

The MYP programme is now fully operational in the High School Grade 10 since the end of the 2020-21 academic year. The IB Foundation programme in Grade 10 has been superseded by the fact that all students will have gone through the full MYP programme by then. In 2022-23 entrance to the IBDP will be decided on performance and results in the MYP programme in Grade 10. The criteria for entrance based on the full MYP will be announced in the first semester of the 2021-22 academic year.

Prospective Entry to the IB DP Diploma

Currently, entrance to the IB Diploma programme is decided on acceptable work in Grade 9 and continued level of satisfactory work in Grade 10

Performance in Grade 9

A level of English deemed enough based on performance in an English test administered by the Foreign Languages Department in the second semester of Grade 9; students may also present results from external exams as outlined below;

- A recommendation from the majority of teachers as to the preparedness for IB study based on the teachers' assessment of a student:
  - Contributing positively to the learning atmosphere in the High School,
  - Completing required work and assessment by given deadlines,
  - Exhibiting the IB Learner Profile;
- No failing grades in Grade 9;
- An acceptable attendance record;
- An acceptable disciplinary record;
- Completion of all summer homework given in mandatory IB subjects;
- Attendance at an IB DP induction process, prior to the summer break, at the end of Grade 9.

Performance in Grade 10

- Pass an internationally recognised English exam accepted by the school board as follows:
  - 550+ points for English B: Language Acquisition, or 580+ points for English A: Language and Literature on the TOEFL ITP English examination at the end of the first semester of Grade 10 (January 2020). A second TOEFL ITP exam may be given towards the end of semester 2 of Grade 10, subject to approval by the School Board, for those who did not meet the necessary requirements in January.
  - Students who fail to achieve the required scores in the ITP exam may submit a score from an external exam, as follows, by 30th June prior to 11th Grade entry:
    - 75 in the TOEFL iBT exam, with a minimum of 17 in each paper;
    - An average of 6.5 in the IELTS examination, with a minimum of 6.0 on each section;
    - A 'B' Grade in the Cambridge English First Certificate Examination (FCE);
    - Pass in the Cambridge Proficiency in English (CPE).
  - Students who have already achieved a score which meets the above standards in one of the accepted external exams are not required to take the ITP, the external exam is accepted in its stead.
- A recommendation from the majority of teachers as to the preparedness for IB study based on the teachers' assessment of a student:
  - Contributing positively to the learning atmosphere in the High School,
  - Completing required work and assessment by given deadlines,
  - Exhibiting the IB Learner Profile;
- No failing grades in Grade 10;
- Performance in the MYP Personal Project;
- An acceptable attendance record;
- An acceptable disciplinary record;
- Recommendation from the school counsellors based on an interview;
- Acceptance from the IB DP Coordinator based on a personal interview;
- A signed contractual agreement by student and parent that they have read and accepted the conditions related to registration to the Diploma Programme;
- Met registration requirements and payment of fees.

5. Special Educational Needs

During all registration processes to the three schools, families are asked to make known any disability or special educational need which may affect a student's ability to take full advantage of the education provided

at the school. Should special educational needs or disability become apparent after admission, the school will consult with parents about reasonable adjustment that may allow the student to continue at the school.

6. Withdrawal from an Özel Bilkent School

Intention to withdraw from one of the three schools should be given in writing prior to the deadline announced on the school's website. Families who withdraw students after registration and payment of the initial instalment are charged a percentage fee, in line with MoNE rules, on the instalment prior to return of the remainder. Payment by the school for any books purchased by the school on behalf of an IB student will be subtracted wholly from the fee paid prior to the proportional settlement of fees.

7. Documents Required on Application and Registration

- The documentation required for application and eventual registration is outlined on the Primary, Middle and High School's website found in the school's online application process.
- All information given by parents related to their own situations and those of the child(ren) remains strictly confidential to the school and is not communicated to any other persons without express permission of the families concerned, other than to those who need the information for registration purposes. The schools' policies regarding compliance with the the Personal Data Protection Law (KVKK – no. 6698) are available on the appropraite website.

Registration Forms

The prospective parents should download and complete the required forms before submitting them to the Admissions Office.

APPENDIX 1: Middle School External Entrance Assessment Aims, Regulations, and Examples: http://www.obi.bilkent.edu.tr/formlar/4-5.pdf

APPENDIX 2: High School Entrance Assessment Aims, Regulations, and Examples:

APPENDIX 3: School website URLs for parents wishing to register to the schools
High School: http://www.obl.bilkent.edu.tr/index.php/en/
Primary and Middle Schools: http://www.obi.bilkent.edu.tr/

APPENDIX 4: Transport Arrangements for those who are registered to the school